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ABSTRACT

The purpose of this project was to help implement the change from traditional instructional programs in teacher education at Jackson State College, Mississippi, to programs which are competency-based, starting with the faculty and interns of Jackson State College-Hinds County Teacher Corps Program. From July 1970 through July 1971, 36 interns (black liberal arts graduates), assigned to three school systems in the County, were given eight courses in early childhood education as well as six hours of internship, which will count toward a master's degree; the eight courses were converted to competency-based instruction to extents varying from 50 to 100 percent. When students were requested to evaluate the program, they reacted positively toward competency-based instruction; the majority felt that they were under less pressure, would achieve more, and would receive higher grades. Faculty members also reacted positively and expressed a willingness to use the method in their own classes; but that the traditional grading system would need to be changed to a pass-fail system. All of the faculty members felt that the end-product of such a system better prepared teachers, was worth the effort to overcome such problems as do exist. The initial recommendation was to involve the total teacher education faculty in an effort to implement further competency-based instruction within the Jackson State College education program. (Author/RJ)

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Final Report

Project No. 0-8064

Contract No. OEG-0-70-4540

IMPLEMENTATION OF A COMPETENCY-BASED TEACHER EDUCATION PROGRAM

Directed by

Lee Napier

Department of Secondary Education
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Jackson, Mississippi

August 31, 1971

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FINAL REPORT

PROJECT NO. 0-8064

CONTRACT NO. OEG-0-70-4540

IMPLEMENTATION OF A COMPETENCY-BASED TEACHER EDUCATION PROGRAM

JACKSON, MISSISSIPPI

AUGUST 1971

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Lee Napier, Director

Abstract

The purpose of this project was to help implement the change from a traditional instructional program at Jackson State College to one which is competency-based. This initial attempt started with the faculty and interns of the Jackson State College-Hinds County Teacher Corps Program.

The University of Toledo Teacher Education Model was the primary source of the competencies and format to be used. The program began in the summer of 1970 when 36 black Liberal Arts graduates, recruited locally, were assigned to three school systems in Hinds County Mississippi. The interns were assigned to the first three grades of these schools which are predominantly black in student population and faculty. The interns took their college work at Jackson State College, the largest black college in Mississippi. It is the fourth ranked college or university in Mississippi as to size of enrollment.

From July of 1970 to July of 1971 these interns were given eight courses in Early Childhood Education as well as six hours of internship, which will count toward a Master's Degree in Early Childhood Education. These eight courses were converted to competency-based instruction to some extent, varying from 50 to 100 percent. The amount depended upon when faculty members were assigned and what time was available for proper orientation.

The year ended in early July of 1971 with the experimental component which was as close as possible, considering the time allotted and available facilities, to the ideal concept of competency-based instruction.

When students were asked to evaluate the program (Teacher Corps interns, regular graduate students, and undergraduate students were involved in this evaluation) they reacted positively toward competency-based instruction. The students expressed a desire to know explicitely what is expected of them and also to have an opportunity to test out of those concepts that they were already competent in as well as having the option of choosing the type of treatment. The majority of the students felt that they would be under less pressure, achieve more, and receive higher grades under this system.

The faculty members employed also reacted positively toward the new methodology and expressed a willingness to use the method in their own classes, as some have indeed done. Faculty members however did tend to agree that several changes would have to be made in the institution, such as added physical facilities and instructional resources. The traditional grading system would need to be changed to a pass-fail system.

All of the faculty members felt that the end product of such a system, better prepared teachers, was worth the effort to overcome such problems as do exist. The initial recommendation was to involve the total teacher education faculty in an effort to implement further competency-based instruction within the Jackson State College education program.

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Chapter I

PURPOSE OF PROJECT AND ITS SETTING

The purpose of this project was to help implement the change from a traditional instructional program at Jackson State College to one which is competency-based.

The process of change is slow, however every innovation must have a beginning, and the decision was made to make the initial changes within the context of the Jackson State College-Hinds County Teacher Corps Program. The 36 interns, since reduced to 30, were enrolled as regular graduate students in Early Childhood Education. However, though they were to be assigned the regular graduate courses, these courses were to be changed so that they were expressed in competencies that were to be exhibited.

It was anticipated that through this effort, involving graduate students and faculty members, there would be enough carry over to the regular teacher education program to provide the thrust for new directions to the teacher education program at Jackson State College.

Since one of the goals of this project was to develop a curriculum that was relevant to the interns' public school placement, a description of this setting is deemed necessary.

The interns are taking their college course work at Jackson State College, Jackson, Mississippi and are serving as interns in three of the public schools in Hinds County, Mississippi.

For all practical purposes the population of all three schools is black. The interns, all black, recruited locally with few exceptions, were placed in these three schools and assigned to work with the first three grades.

Jackson State College is the largest of three state supported black colleges in the state of Mississippi. It ranks fourth among all seventeen institutions in the state. The college is located in the state's only metropolitan area and the campus is situated on ninety-four acres in one of the city's major black residential and commercial areas. The population of Jackson is slightly over 150,000 persons with approximately 60% white and 40% black. The interns are placed in three Hinds County schools, Westside, Lovette, and Bolton. The racial make-up of the county as a whole is very little different from that of Jackson. However, if Jackson is excluded, Hinds County is approximately 64% white and 36% black.

BOLTON ATTENDANCE CENTER*

The Bolton Attendance Center, formerly Reuben Junior High School, is located in Hinds County, 16 miles west of Jackson, Mississippi. The town of Bolton has a population of 787 of which sixty-seven percent are black. The student body is ninety-eight percent black and comes from rural homes and low income families.

The school enrollment for 1970-71 was 628 students, grades one through nine. However the first three grades consisted of only 192 students, 74 students in the first grade, 59 in the second grade, and 59 in the third grade.

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*The data presented in this section is also presented in table I, page 3, table II, page 4 , and table III, page 5.

LOVETTE ELEMENTARY SCHOOL

Lovette Elementary School is located northwest of Clinton, Mississippi which is located in the northeastern part of Hinds County. The population of Clinton is predominantly white, however the student body of Lovette is almost one hundred percent black. Only two percent of the student body is from an urban area. The remainder of the student body is bussed into the school from rural areas. Ninety-nine percent of the school population is composed of low income families.

The student body of Lovette numbered 661 for the 1970-71 school year. The enrollment of the first three grades totaled 342: 107 in the first grade, 114 in the second grade, and 121 in the third grade.

The total faculty of Lovette consisted of one principal and twenty-four teachers. The principal and fifteen of these teachers are black. The first three grades were staffed by nine women with an average of 11.1 years of experience. Two of these teachers do not hold degrees and the others hold a bachelor's degree. The principal is a woman who holds an M.A. degree and has had 23 years experience as a teacher and 5 years experience as a principal.

WESTSIDE JUNIOR HIGH SCHOOL

The Westside Junior High School is located in an urban community adjacent to the west side of Jackson, Mississippi. The population of the community is predominantly black. Ninety percent of the school population comes from this area while the remainder are bussed in from rural areas. Approximately ninety-six percent comes from low income families.

The enrollment for the 1970-71 school year was 979. Three hundred twenty seven of this number are within the first three grades. The staff of Westside consists of one principal and thirty-seven teachers. Twenty-four of these teachers are black. The staff for the first three grades consists of eleven women teachers, nine black and two white. Ten of these teachers have bachelor's degrees while one has her M.E. degree. The mean years of experience for these teachers is approximately thirteen years. The principal is a man with a M.A. in secondary education. He has had eleven years experience as a teacher and four years experience as a principal.

DEFINITIONS

COMPETENCIES--those attitudes, understandings, skills, and behaviors which are thought to facilitate intellectual, social, emotional, and physical growth in children and, thus, are seen as prerequisite to effective teaching.

COMPETENCY-BASED INSTRUCTION--instruction in which the competencies to be demonstrated by the students and the criteria to be applied in assessing the competency of the students are made explicit and the student is held accountable for meeting those criteria.

INSTRUCTIONAL MODULE--the set of learning activities which makes up a given course.

Table I

RACIAL MAKE-UP BY POPULATION OF AREAS SERVED BY TEACHER CORPS INTERNS[1]

AREA	TOTAL	WHITE	%	BLACK	%	OTHER	%
Hinds County	225,807	138,841	61.5	86,642	38.4	323	0.1
Jackson	153,968	92,651	60.2	61,063	39.7	254	0.1
Hinds County (Excluding Jackson)	71,839	46,191	64.3	25,579	35.6	69	0.1
Bolton	787	261	33.4	526	66.6	0	0
Clinton	7,246	6,584	91	658	9	-	-

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[1] Data obtained through the Mississippi Research and Development Center, Jackson, Mississippi

Table II

MAKE UP OF SCHOOL POPULATION [1]

SCHOOL	Location City	Urban	Rural	Race Black	White	Income Upper	Middle	Low	Total	Enrollment Grade 1	Grade 2	Grade 3
*Westside	0%	90%	10%	95.5%	4.5%	0%	20%	80%	979	128	98	101
**Lovette	0%	2%	98%	100%	0%	0%	1%	99%	661	107	114	121
*Bolton	0%	0%	100%	98.4%	0%	0%	1%	99%	628	74	59	59

*Westside and Bolton are both a combination of Elementary and Junior High Schools (grades 1-9)
**Lovette is an Elementary School (grades 1-6)

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[1] Data obtained through the Central Administrative Office, Hinds County School System, Jackson, Mississippi.

Table III

DESCRIPTION OF SCHOOL FACULTIES[1]

TOTAL FACULTY				GRADES 1-3									
							Degree					Experience	
SCHOOL	NO.	Black	White	Total	Black	White	None	Bachelors	Master	M	F	Mean	Range
Westside	37	24	13	11	9	2	0	10	1	0	11	13.2	0-27
Lovette	24	15	9	9	5	4	2	7	0	0	9	11.1	0-38
Bolton	26	16	10	6	6	0	0	6	0		6	19.6	4-32

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[1] Data obtained through the Central Administrative Office, Hinds County School System, Jackson, Mississippi.

SPECIFICATIONS--Module components with specific objectives centered around a given topic.

TRADITIONAL INSTRUCTION--Instruction which does not spell out specifically what the student will be held accountable for and the treatment does not offer options.

TREATMENT--the method by which the student may reach the objectives--independent study, group discussion, lectures, viewing of video tapes, and the like.

PRE-TEST--a test administered immediately before a student begins work on a specification in order to assess his competency in that area.

POST-TEST--a test administered after the treatment has been given to determine if those student who took the treatment have become competent in that particular area.

Chapter II

PROCEDURES AND EVALUATION

In order to have a firm foundation to build on, the several education models developed for teacher education were reviewed to determine which model would be most adaptable at Jackson State. The model chosen was the University of Toledo Education Model.[1]

The format of this model was followed with some modification. The courses required for a master's degree in Early Childhood Educaaion were assigned to the appropriate contexts: Instructional Organization, Educational Technology.[2] (See Appendix A which lists the courses for a Master's degree in Early Childhood Education and the contexts and modules they are assigned to). In this manner each course constitutes a module which will be made up of several specifications. The modules will be designated by the department and course number. For example, Methods of Educational Research is in the Department of Education and its course number is 515, therefore the module designation will be Ed. 515. Each specification will consist of a course number in that course. For example, the first specification for module Ed. 515 would be 515-001. These specifications include behavioral objectives, suggested treatment, instructional materials, and evaluation procedures. The method by which a student progresses through the specifications for each module will be determined by his ability and the route he chooses. Each student will be given, at the beginning of each module, the complete set of specifications; he may then do independent study and attempt to test out of any specification he chooses. If he does not test out or does not attempt to do so he may choose one of the alternate routes. Alternate routes provided are: independent study-student directed, independent study-instructor directed, or attending the regularly scheduled formalized classroom instruction. See page 93 in the Appendix for a graphic illustration of these paths through a specification. Once a student has chosen a route and finishes it, he must take a post-test and meet a set criterion if he is to move to the next specification. If he does not meet the criterion set he is rerouted through the specification via the same or an alternate route. The module will be completed by the student and credit will be given when the student has met the criteria set for all specifications.

The Teacher Corps faculty was assisted in converting these courses to competency based instruction by the Teacher Corps Program Development Specialist.* This conversion was to take place prior to the beginning of the quarter in which the course was to be offered.

The final phase of the project was to culminate with an experimental component in the first summer term of 1971. This experimental component was to be as close as possible to the ideal concept of competency based instruction. (See Appendix B for description of experimental component).

*Chapter III consists of all the modules developed by the Teacher Corps faculty.

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[1] Project No. 9-9026, Contract No. OEC-0-8-089026-3310 (010), October 1968 U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research.

[2] _Ibid._, 127-128

In order to evaluate the project, the Teacher Corps Interns and regular graduate and undergraduate students were asked to complete questionnaires at various times during the year. In addition to these evaluation by students, the Teacher Corps faculty was also asked to submit an evaluation of the program relating to their particular involvement in the program.

The interns were given the questionnaires twice during the year, once after the pre-service summer session in 1970 and again after the experimental component in July of 1971. The graduate course in Educational Research was given in the fall of 1970 and the students were given the questionnaires at the end of the academic quarter in early December of 1970. The four undergraduate classes in History of Education were taught the winter quarter of 1970-71 academic year. The students were asked to evaluate the instruction at the end of that quarter.

The questionnaires submitted to these interns and students asked them to react, on a five point scale from very negative to very positive, to the competency-based instruction that had been carried out in their class and also how they felt about traditional instruction. In addition they were also asked to react to specific aspects of the program: specifications as they were written, their knowledge of specific behaviors they were to exhibit, and setting a criterion of acceptance.

All of the students involved reacted positively toward competency-based instruction. Both the regular graduate and undergraduate students were rather neutral about the traditional instruction but reacted positively about all aspects of competency-based instruction. The undergraduate students were the most enthusastic, giving a mean rating of 4.5 to competency-based instruction as compared to 3.1 for traditional instructions. The interns, at the end of pre-service, differentiated very little between traditional instruction and competency-based instruction, 2.6 as opposed to 3.0; however, at the end of the year they ranked competency-based instruction at 3.9 and showed no change in the 2.6 ranking they gave to traditional instruction. A possible explanation for the early low ranking given to competency-based instruction is that at the beginning of pre-service the interns were given the details of an ideal competency-based program and thus the partial program presented to them was not too impressive. The remainder of the year's program was closer to the ideal in some instances, which may account for a rise of nearly a point at the end of the year. See Table I.

The rest of the questionnaire given to the students consisted of open-end questions with respect to traditional and competency-based instruction.

The questions and responses of the three groups are as follows: (The two questionnaires given the interns are combined as only a neglible difference was evident.) See Appendix E for complete questionnaire.

1. WHAT DO YOU LIKE MOST ABOUT COMPETENCY-BASED INSTRUCTION?

INTERNS:

Students like the use of specifications where student performance was made clear and the methods and materials were made "public". They liked the pre-tests because these tests kept students who already knew the material from wasting their time. Feedback kept students aware of progress at all times.

GRADUATE:

The freedom from classroom instruction encouraged initative and independence. The pre-tests enabled students who had the ability to advance on their own without being restricted by slower classmates.

Table IV

REACTIONS OF TEACHER CORPS INTERNS, GRADUATE AND UNDERGRADUATE STUDENTS TO TRADITIONAL INSTRUCTION AND SPECIFIC COMPONENTS OF COMPETENCY-BASED INSTRUCTION ON A FIVE POINT SCALE FROM VERY NEGATIVE TO VERY POSITIVE

Scale	Teacher Corps Interns				Graduate Students		Undergraduate Students	
	Post-Pre Service		Post-Inservice					
	No.	Mean	No.	Mean	No.	Mean	No.	Mean
Traditional Instruction	36	2.6	29	2.6	19	3.2	68	3.1
Competency-Based Instruction	36	3.0	29	3.9	19	4.0	68	4.5
Specifications as Written	36	3.7	29	3.5	19	4.2	68	4.2
Knowledge of Specific Behavior	36	4.0	29	4.1	19	4.2	68	4.6
Criterion of Acceptance	36	4.0	29	3.7	19	4.2	68	4.0

UNDERGRADUATE:

Students liked having an opportunity to express themselves freely and to work on their own through independent study and research since the objectives were fully stated and known to all from the beginning of the course. One could learn at his own rate and didn't feel pressured because he could set his own pace. Dull classroom lectures and sessions were eliminated because the student could pass the pre-test if he already knew the material. Interest was, therefore, high during class sessions and the group participation was especially good.

2. WHAT DO YOU LIKE LEAST ABOUT COMPETENCY-BASED INSTRUCTION?

INTERNS:

Interns disliked short specifications which led to memorization. They also felt that letter grades were not appropriate for this type of instruction.

GRADUATE:

The most critical view given by this class was the possibility of missing pertinent information in class discussions if students did not take the treatment.

UNDERGRADUATE:

Many students had no negative feelings at all; several stated that it was the best form of teaching they had been exposed to. Others said that the thing they disliked most was that competency-based instruction was not offered in other departments.

Several students noted difficulty in obtaining the limited number of reserve books from the library. Some students also felt that the examination period should have been longer so that responses could have been more complete and writing more unhurried (this situation was later remedied).

3. AT THIS POINT WHICH METHOD DO YOU PREFER, TRADITIONAL INSTRUCTION OR COMPETENCY BASED INSTRUCTION?

INTERNS:

Three interns preferred the traditional method because it was a well known method.

The other thirty interns preferred the competency-based method of instruction because they were made aware of the requirements, criterion of acceptance, and progress. They felt that pre-tests permitted them to: put past experience to work, do in-depth study, explore individual areas of interests, and become more relaxed and confident.

GRADUATE:

Three students favored traditional teaching because they felt old methods were best and believed that there would be less testing under this method.

Sixteen students preferred the competency-based method because it is more interesting and gives an opportunity for independent study.

UNDERGRADUATE:

The traditional method was favored by two students who felt that they got more out of this approach.

The remainder of the students favored competency-based instruction. They felt that a better understanding of the subject matter was achieved and that objectives were effective and precise, giving them an opportunity to make higher grades. They felt that they were given a feeling of confidence and independence and could learn more than they would under the traditional method. They especially enjoyed the opportunity to help plan activities through which objectives could be reached.

4. DOES COMPETENCY-BASED INSTRUCTION PLACE MORE OR LESS PRESSURE ON YOU AS A STUDENT?

INTERNS:

Five interns felt that they were more pressured because the method was new and short specifications demanded memorization.

Twenty-seven interns felt less pressured with competency-based instruction because they knew what behavior they must exhibit and did not have to waste time on materials already known.

One intern was undecided.

GRADUATE:

Eight students felt more pressured with competency-based instruction because they knew what was expected, therefore the responsibility for achieving was placed on them.

Eleven students felt less pressured because they knew the objectives and materials to be used, thus could work at their own pace to achieve the objectives.

UNDERGRADUATE:

Twenty-six students felt that competency-based instruction placed more pressure on them. Those students said that the individual could be on his own and this fact produced some pressures but many felt that this pressure was beneficial. Others felt that competition to pass pre-tests was high and thus produced pressure.

Forty-two students felt that competency-based instruction placed less pressure on them as students. These students felt that having the course objectives spelled out allowed them to feel relaxed, not to have to read the instructor's mind, and free to accomplish more at their own rate. They felt that the pre-test gave them a better opportunity to achieve the objectives.

5. UNDER WHICH METHOD DO YOU THINK YOU WOULD ACHIEVE MORE, TRADITIONAL INSTRUCTION OR COMPETENCY-BASED INSTRUCTION?

INTERNS:

Twenty-six interns felt that they would achieve more under competency-based instruction because the individual was aware of what was expected of him and was less pressured. These interns felt that they developed better study habits in this way.

One intern thought he would achieve more with traditional instruction and six were undecided.

GRADUATE:

Two students felt that they would achieve more with traditional methods although they stated that a good student would achieve well under either method.

Seventeen students felt that they would achieve more with competency-based instruction because it gives an opportunity for research, independent study, and each individual understands his responsibility.

UNDERGRADUATE:

Five students felt that they would achieve more with the traditional method because they got more out of a lecture and they "Didn't dig studying too hard".

Sixty-three students felt that they would achieve more with the competency-based method. They believed that they were more comfortable and were better able to understand the material. An added incentive was provided by the fact that this was a change from the usual method of teaching and gave a sense of being able to plan the time and to do independent research on the materials which were suggested for each specificiation. The clear-cut objectives provided excellent guidelines for study and gave students something to work for. Several students thought the lecture method was boring and the competency-based was more interesting.

6. UNDER WHICH METHOD DO YOU BELIEVE THAT YOU WOULD RECEIVE THE HIGHER GRADES, TRADITIONAL INSTRUCTION OR COMPETENCY-BASED INSTRUCTION?

INTERNS:

Twenty-six interns believed that they would receive higher grades with competency-based instruction because of the clear-cut objectives, better study habits which developed less pressure and constant feedback.

Two interns thought they would receive higher grades under the traditional method becasue they were familiar with it. Five interns were undecided, saying that it depended on the subject area and the individual student.

GRADUATE:

Two students felt that they would receive better grades with the traditional method.

Seventeen students felt that they would make better grades with competency-based instruction because better study habits would be developed, the objectives and materials were spelled out, and the resonsibility is placed on the individual.

UNDERGRADUATE:

Four students felt that they would receive higher grades under the traditional method because is is easier and they got more out of lectures.

Sixty-four students felt that they would receive higher grades under the competency-based method. They felt that this was true because of the motivation, challenge, and the interesting opportunity to work on their own. They felt that the outlined objectives gave them an opportunity to be better prepared for tests.

The eight courses that were assigned to the interns from July, 1970 to July, 1971 were converted in some manner to competency-based instruction. The percentage of the courses which were converted ranged from 50 to 100 percent. In four of these courses the faculty members were not appointed in time to develop the material completely by the time class started and therefore they developed the specifications day-to-day. In these cases the interns did not have the specifications in time to study for the pre-tests and consequently few if any passed the pre-tests. In the cases where the interns were presented with the complete set of specifications at the beginning of the course more interns passed the pre-tests. A complete list of the pre and post-test results of all specifications is presented on page 97 of Appendix D. In some cases as many as 24 interns passed the pre-tests. However, this was an exception, the average was below 10 students per specification. When pre-tests were not appropriate they were not given. An example of this type was the first specification in the Educational Research Module for which the objective was to develop a research proposal.

All the faculty members involved in this program indicate a positive feeling about competency-based instruction and expressed a willingness to try the approach with their other classes. One of the faculty members stated that, "Since the competencies to be acquired and the criteria for assessing these competencies are made explicit and public the student is fully aware of what is expected of him; thus, clarity of purpose replaces the vagueness and ambiguity often characteristic of traditional programs." This was the general attitude that all of the faculty members expressed in their evaluations. Another faculty member also stated that this was an answer to many students' complaints about education being the same "old stuff," as it gave them an opportunity to "put their money where their mouth is" and test out of the treatment if they really knew the material.

Although the faculty members were positive about the approach, they also felt that many factors present were detrimental to the success of the program. All of the faculty members felt that the grading system should be changed to a pass-fail system. Since the students had to be graded on the traditional scale, different faculty members devised their own system of converting the students' various competency levels to fit this traditional scale. To be successful, however, all faculty members agreed that a pass-fail grading system must be incorporated.

The remainder of the problems were concerned with aspects of management, facilities, and resources. The problem of management was essentially not having enough time for preparation, inadequate clerical help, and trying to complete a module within a five week, eight week, or twelve week period. Most of the faculty stated that such short periods of time were unrealistic in light of this new approach and the material that needed to be covered. This shortage of time was especially acute in the summer of 1971 when only five weeks were allowed to complete the course work in research and statistics. The problem of inadequate facilities also added to this management problem. This type of program cannot efficiently be employed without adequate space. This fact also was pointed out dramatically in the experimental component where it was necessary to conduct the lectures for both research and statistics, conduct a lab session (electronic calculators were provided for use in the statistics lab), and give pre- and post-tests in a single classroom.

Faculty members also stated that they were handicapped by a lack of resources in the college library. The library in many cases did not have the books needed and when books were available there was usually only one copy. Some of the faculty members felt that this situation could cause modules to be developed to fit the available resources.

However, with these problems in mind, all of the faculty members felt that this method had enough merit to pursue and that eventually the problems could be solved.

In an effort to assess the amount of carryover to the classroom from college instruction, video tapes of the interns working in the target schools were viewed by three members of the Teacher Corps faculty. These faculty members were given an opportunity to view the tapes and then were asked to evaluate them as to the amount of carryover from college classes as shown by the interns' activities with the children they were working with in the target schools.

These instructors acknowledged that much of the college classroom instruction would be difficult to observe through video tape as well as the fact that there was a limited number of tapes and a lack of time to devote to the study of such tapes if they were available. In spite of these limitations, faculty members did observe some carryover from the college classroom.

These three faculty members were responsilbe for courses taught in the contexts of Instructional Organization, Contemporary Learning-Teaching Process, and Societal Factors.

The following is a list of those activities on the part of the interns that those faculty members felt were taken from the college classroom to the field:

1. use of questioning techniques
2. use of visual aids
3. use of feedback and positive reinforcement
4. large and small group instruction as well as working with students on a one-to-one basis
5. use of classroom management techniques
6. use of interaction techniques to involve the entire class
7. use of techniques for teaching reading: context clues, questioning, assessment of known words to read a passage
8. use of manuscript writing

This list does not represent a great amount of carryover, however only a small portion of the interns' activities could be taped. Some instructors did not have appropriate tapes to view: i.e. the course The Family in Cross Cultural Perspective could hardly be expected to show a perceptible carryover in the classroom. Also, time did not permit tapes to be made after the math course was completed in the Spring of 1971.

Through continued modification of courses to competency-based instruction, faculty members felt much more carryover could be found in public school classrooms. It can be seen that faculty members are favorably impressed by competency-based instruction, and, being aware of the many problems in its implementation still think that the potential outcomes are worth the effort of making the conversion from traditional instruction.

Chapter III

SPECIFICATION DEVELOPED FOR INTERNS AND TEAM LEADERS OF JACKSON STATE COLLEGE-HINDS COUNTY TEACHER CORPS

I Instructional Organization

Spec. No. Page

Module: Ed. 551: Recent Methods and Material for Reading

Major Subject Area: Reading

Topics: 1. Nature of Reading, Essential Elements of Reading, Reading Readiness and the Development of Reading Readiness 551-001 18
2. Word Recognition 551-002 20
3. Comprehension 551-003 21
4. Reading Tests used in Target Schools (Metropolitan Reading Tests) 551-004 22
5. Development and Correct use of an Informal Reading Inventory 551-005 23
6. Operation of Hoffman Reading Machine and it's use with Children in Target Schools 551-006 24
7. Operation of the Language Master and the Construction and Use of Aids with the Machine 551-007 25
8. Oral and Written Report 552-008 26

Module: Ed. 564

Major Subject Area: Mathematics in the Elementary School

Topics: 1. Principles of Learning and Set Theory 564-001 27
2. Fundamental Operations of Arithmetic 564-002 28
3. Measurement, Fractions and Geometry 564-003 29
4. Number Sentences, Evaluation, and Problem Solving Techniques 564-004 30

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II. Contemporary Learning-Teaching Process

Module: Ed. 503: Seminar in Child Development

Major Subject Area: Human Growth and Development

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2. Prenatal Development: Learning and Development 503-002 35
3. Biological changes and Social Learning in the First Year of Life 503-003 36

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4. Development in Preschool Years 503-004 38
5. Personality Development in Preschool Years 503-005 39
6. Development in Middle Childhood (Intellectual Cognitive; Personality Development and Problems of Adjustment) 503-006 41
7. Development in Middle Childhood and Adolescene 503-007 43

Module: Ed. 504: Methods and Materials in Early Childhood Education

Major Subject Area: History and Philosophy

Topics: 1. Early Leaders in Early Childhood 504-001 45

Major Subject Area: Necessary Training for Instruction

Topics: 2. Academic Disciplines and Skills Methodology (Handwriting) 504-002 46
3. Behavioral Characteristics of Pre-School Children 504-003 46
4. Behavioral Domains and Variables 504-004 47
5. Behavioral Objectives 504-005 48

Bibliography for the Contemporary Learning-Teaching Process

III. Societal Factors

Module Ed. 501: The Family in Cross Cultural Perspective

Major Subject Area: The Family: Cross Culturally

Topics: 1. Introduction to the Family and Culture 501-001 53
2. Cross-Cultural Forms of Family Relationships 501-002 53
3. The Historical and Legal Aspects of Family Living 501-003 53
4. Introduction to Intergroup Relations Majority Group Racial Policies Cross-Culturally 501-004 55
5. Introduction to Intergroup Relations Among Cultural and Racial Minorities 501-005 56

Module Ed. 505: Seminar in Education of the Disadvantaged

Major Subject Area: Teaching: Teaching the Disadvantaged

Topics: 1. A Look at the Disadvantaged 505-001 57
2. Sociological Factors of Influence 505-002 59
3. Bases of Behavior 505-003 59
4. Classroom Control 505-004 60
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IV. Research

Module Ed. 515: Methods of Educational Research

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2.	Philosophical and Theoretical Framework of Research	515-002	65
3.	Review of Literature	515-003	66
4.	Types of Variables	515-004	67
5.	Sampling and Errors on Measurement	515-005	68
6.	Problem Statements and Hypothesis	515-006	68
7.	Methods of Collecting Data: Tests	515-007	69
8.	Methods of Collecting Data: The Questionnaire	515-008	70
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11.	Types of Research: Descriptive	515-011	74
12.	Types of Research and Research Designs	515-012	75
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3.	Measures of Central Tendency	531-003	78
4.	Measures of Variabilities	531-004	79
5.	The Normal Curve	531-005	80
6.	Correlations	531-006	81
7.	Introduction to Inferential Statistics	531-007	82
8.	The t Test	531-008	83
9.	Chi-square	531-009	83
10.	Analysis of Variance	531-010	84
11.	Statistical Analysis of Experimental Data and Interpretation of Result	531-011	85

Bibliography for Research

__Number__: 551-001

__Context__: INSTRUCTIONAL ORGANIZATION

__Major Subject Area__: Reading

__Topics__: Nature of Reading, Essential Elements of Reading, Reading Readiness, and the Development of Reading Readiness

__Target Population__: Interns, team leaders

__Behavioral Objectives__: __4__

1. The student will write a descritption of the nature of reading which reflects the role of the following factors in the reading process:

    a. What happens in reading
    b. Symbolic behavior
    c. Eye movement
    d. Visual shapes, sounds, and meanings

2. The student will develop a description of the elements essential to growth in reading which includes the following facets:

    a. Physical health
    b. Mental health
    c. Sight and hearing
    d. Intelligence
    e. Background experiences
    f. Knowledge of language
    g. Interest in reading
    h. Reading skills

3. The student will demonstrate a knowledge of reading readiness which takes into account the role played by each of the following:

    a. Mental age
        1. Standardized tests of mental ability
        2. Subjective data on mental ability
    b. Physical fitness
        1. Vision
        2. Hearing
    c. Social and emotional development
    d. Educational factors
        1. Reading readiness tests
        2. Informal evaluation
    e. General guidelines

4. The student will display an understanding of the development of readiness for reading by giving the importance of each of the following aspects:

   a. Emotional and social security
   b. Educational readiness
      1. Enriching experiences
      2. Stimulating growth in language abilities
      3. Developing speech
      4. Improving listening
      5. Improving the speaking and understanding vocabulary
      6. Developing a reading vocabulary
      7. Learning to write
      8. Developing auditory and visual discrimination
      9. Improving the ability to remember
      10. Stimulating growth in critical thinking
      11. Increasing skill in handling books
      12. Orienting to left-to-right and top-to-bottom sequence
      13. Developing and maintaining interest in reading
      14. Using the experience chart (prereading)

Treatment: Assigned readings, discussion, lecture.

Materials: Almy, Millie C., Children's Experiences Prior to First Grade and Success in Beginning Reading. Betts, Emmett A., Foundations of Reading Instruction. DeBoer, John J. and Martha Dallman, The Teaching of Reading. Harris, Albert J. Effective Teaching of Reading. Russell, David H. Children Learn to Read. Smith, Henry P. and Emerald V. Dechant, Psychology in Teaching Reading.

Evaluation: A pencil and paper test will be administered to determine the student's mastery of the objectives.

Number: 551-002

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topic: Word Recognition

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The student will give, in written form, five major skills which are necessary for the development of independence in word recognition and fully explain the role played by each skill.

2. The student will be able to give specific suggestions for classroom practices in the following phases of the development of skill in word recognition:

    a. Teaching words as sight words
    b. Developing word recognition through context clues
    c. Developing word recognition through phonic analysis
    d. Developing word recognition through structural analysis
    e. Picture dictionaries
    f. Workbooks as an aid to word recognition
    g. Games and word recognition

Treatment: Readings, class discussion.

Materials: Betts, Emmett A., Foundations of Reading Instruction. Bond, Guy L., and Eva Bond Wagner, Teaching the Child to Read. Deboer, John and Martha Dallman, The Teaching of Reading. Gates, Arthur I. "Vocabulary Control in Basal Reading Material," The Reading Teacher, 14:80-85. Gray, William S., On Their Own in Reading. Monroe, Growing Into Reading. Russell, David H. Handbook of Research on Reading. Smith, Henry P., and Emerald W. Dechant, Psychology of Teaching Reading.

Evaluation: A paper and pencil test will be given to demonstrate the student's mastery of the objectives.

Number: 551-003

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topic: Comprehension

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will display a knowledge of the following factors of comprehension:
    - a. Interrelations of comprehension skills
    - b. Causes of difficulties in comprehension
    - c. Comprehension skills
    - d. Problems of comprehension in the content subject
    - e. General procedures
2. The student will give ways to use each of the following methods for aiding in the development of comprehension in reading.
    - a. Finding the main idea
    - b. Reading to answer questions
    - c. Making summaries and organizing material
    - d. Arriving at generalizations and coming to conclusions
    - e. Following directions
    - f. Predicting outcomes
    - g. Evaluating what is read
    - h. Reading graphical material
    - i. Getting the meaning of phrases
    - j. Comprehending sentences
    - k. Comprehending paragraphs
3. The student will give steps which might be used in the development of comprehension skills through a second-grade reading lesson.

Treatment: Assigned readings and discussion.

Materials: Bond, Guy L., and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction. DeBoer, John J., and Martha Dallman, The Teaching of Reading. Durrell, Donald D., Improving Reading Instruction. Russell, David H., Children Learn to Read. Smith, Henry P. and Emerald V. Dechant, Psychology in Teaching Reading.

Evaluation: A pencil and paper test will be used to determine the student's mastery of the objectives.

Number: 551-004

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topics: Reading Tests Used in Target Schools (Metropolitan Reading Tests)

Target Population: Interns, team leaders

Behavioral Objectives: 3

The student will, through oral discussion, demonstrate a knowledge of the reading sections of the Metropolitan Reading Achievement Test (which is used in the target schools) as to the following:

1. How the reading test is administered
2. Interpretation of test scores for evaluation of students
3. How this evaluation can be used to help place the child

Treatment: Team leaders will work with interns on the field in order to familiarize them with the reading sections of the Metropolitan Test. The interns will form a committee for each grade level -- 1-3. Each intern will participate in one committee presentation.

Materials: Metropolitan Reading Achievement Tests and accompanying manual and directions.

Number: 551-005

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topic: Development and Correct Use of an Informal Reading Inventory

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will be able to administer the informal reading inventory and evaluate the results.
2. The student will construct an informal reading inventory using reading materials found in the target schools. The inventory will follow the form of the W. S. Gray Inventory which is given as an example.
3. The student will administer the informal reading inventory which he has developed to five children in the target schools and evaluate the results.

Treatment: The student will be given the attached handouts: Informal Reading Inventory Procedure and Informal Reading Inventory. Individual counseling sessions will be held with the team leaders in charge.

Evaluation: Team leaders will evaluate the student's performance in the field. The student's informal reading iventory will be evaluated by the team leader and the instructor. The seventh week of the quarter will be utilized for this purpose and those in the following specifications. The field work will be performed in lieu of attending class on the campus.

Number: 551-006

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topics: Operation of the Hoffman Reading Macnine and Its Use with Children in Target Schools

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The student will operate correctly the Hoffman Reading Machine.

2. The student will use the Hoffman Reading Machine with those students previously tested by the informal reading inventory. The material used will be selected for each individual on the basis of the results of the test and other data which are available.

3. The student will write a brief report of the activity mentioned above. This report will include: the results of the informal reading inventory for each student, the material used with the Hoffman Reading Machine, and why the material was chosen.

Treatment: Demonstration and individual counseling by the instructor and team leaders.

Materials: The Hoffman Reading Machine, the accompanying manual, results of informal reading inventory and other data concerning the students in the target schools.

Evaluation: The student's operation of the Hoffman Reading Machine will be evaluated by his team leader. The student's report will be evaluated by the instructor and team leader. This activity will take place during the seventh week of the quarter.

Number: 551-007

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topics: Operation of the Language Master and the Construction and Use of Aids with the Machine

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will operate correctly the Language Master.
2. The student will develop materials to use on the Language Master. These materials are to be developed for a specific purpose with the supervision of a team leader.
3. The student will use the materials developed with children in the target schools.

Treatment: Demonstration, discussion, and individual counseling of interns by team leaders and instructor.

Materials: Language Master, blank cards for Language Master, curricular materials needed by individual students.

Evaluation: Interns will be evaluated on their work in the field by the team leader who is supervising them.

Number: 551-008

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Reading

Topic: Oral and Written Report

Target Population: Interns, team leader

Behavioral Objectives: 1

Each student will develop a topic as a combination oral and written report.

The student will glean material from the relevant resource materials in the library, including information from educational periodicals. The written report will follow acceptable guidelines for writing. The paper will be due at the beginning of the eighth week of the quarter.

The oral presentation will show creativity, will be of interest to the class, and will be presented in conjunction with appropriate audio-visual materials. It will be at least thirty minutes in length. Suggested materials include the use of charts, graphs, opaque materials, overhead transparencies, posters, slides, mimeograph materials, video tape records, and any other materials that the student feels will help him communicate his ideas to the class. The oral reports must be given on the time assigned, beginning at the first class meeting of the eighth week of the quarter:

Reading Rates
Oral Reading
Gifted Readers
Meeting the Needs of the Child of: Minority Groups, Migratory Workers, and Culturally Deprived
Initial Teaching Alphabet
Children's Literature
Bulletin Boards, Flannel Boards, and Chalkboard
Tachistoscope, the Skimmer and others
Practices for Fourth, Fifth and Sixth Grades
Corrective Reading
Specific Reading Difficulties
Use of Contextual Clues
Informational Reading
Remedial Reading
Children's Reading Interests
Reading Through Experience Charts
Types and Methods of Grouping
Basal Text Approach
Individualized Approach
Words in Color
Working with the Handicapped
Films, Filmstrips, and Pictures
Grading in Reading
Practices for Kindergarten
Practices for First Grade
Practices for Second and Third Grades
Developmental Reading

Treatment: Individual planning with the student.

Materials: The materials will vary according to individual choice and need.

Evaluation: The student will be evaluated as to certain criteria. The student will be made aware of the criteria prior to presenting his report.

Number: 564-001

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Mathematics in the Elementary School

Topic: Principles of Learning an Set Theory

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. The student will list two meanings of learning and explain how to apply the learning process effectively in teaching mathematics.
2. The student will explain in writing and through diagram the following theories:
   a. Behavioristic
   b. Cognitive-field
3. The student will give examples in the teaching of mathematics to illustrate the behavioristic and cognitive-field theories.
4. The student will define sets and subsets.
5. The student will describe and use Venn Diagrams to illustrate the following:
   1) union of sets
   2) partitioning of sets
   3) one-to-one correspondence
   4) equivalent sets
6. The student will compare cardinal and ordinal numbers.
7. The student will change base ten numbers to any other base and be able to change any number of any base ten number.

Treatment: Lectures, class discussions.

Materials: Kelly, John L, and Donald Richert, Elementary Mathematics for Teachers

Evaluation: Paper and pencil tests.

Number: 564-002

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Mathematics in the Elementary School

Topic: Fundamental Operations of Arithmetic

Target Population: Interns, team leaders

Behavioral Objectives: 8

1. The student will define addition, subtraction, multiplication, and division.
2. The student will explain and illustrate the algorithems of the operations for addition, subtraction, multiplication, and division.
3. The student will explain in writing how these algorithems can be used effectively in teaching the fundamental arithmetic operations to children.
4. The student will illustrate the four fundamental arithmetic operations by the use of number lines and Venn Diagrams.
5. The student will describe in writing the addition and subtraction facts and the multiplication table.
6. The student will explain in writing how addition and substraction facts and the multiplication table can be utilized.
7. The student will define and solve problems dealing with the following concepts:
    a. modular arithmetic
    b. prime numbers
    c. lowest common multiple
    d. greatest common factor
8. The student will list the criteria for selecting audio-visual aids and explain how these aids can be used effectively in teaching mathematics to children.

Treatment: Lectures, oral reports, filmstrip

Materials: Kelley, John L. and Donald Richert, Elementary Mathematics for Teachers. Film: Additions Easy.

Evaluation: Paper and pencil test

Number: 564-003

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Mathematics in the Elementary School

Topics: Measurement, Fractions, and Geometry

Target Population: Interns, team leaders

Behavioral Objectives: 9

1. The student will compare the following units of measurement:
    a. length
    b. area
    c. volume
    d. weight
2. The student will through the use of number lines, pictures and Venn Diagrams explain the relationships that exist between the following:
    a. integers
    b. rational numbers
    c. fractions
    d. ratio
    e. proportion
    f. decimals
3. The student will list the properties of addition, subtraction, multiplication and division of fractions, explain how each could be used effectively to teach mathematics at the elementary level.
4. The student will define decimal. This definition will be suported through illustrations.
5. The student will through the use of illustrations and definitions explain "laws of exponents".

6. The student will utilize the four fundamental operations of arithmetic to solve problems with fractions and decimals.

7. The student will through the use of definitions, examples, and illustrations explain the meaning of points, lines, and planes.

8. The student will list and illustrate all types of angles and polygons.

9. The student will give an example of a closed and an open curve.

Treatment: Lectures, reports, practice, films.

Material: Text: Kelly, John L. and Donald Richect, Elementary Mathematics for Teachers. Films: "Introduction to Fractions" "Addition of Fractions". Handouts taken from: Krammer, Klass, Mathematics for the Elementary School Teacher.

Number: 564-004

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Mathematics in the Elementary School

Topics: Number Sentences, Evaluation, and Problem Solving Techniques.

Target Population: Interns, team leaders

Behavioral Objectives: 6

1. The student will define and illustrate:

    a. open sentences
    b. closed sentences
    c. operational symbols

2. The student will list evaluation techniques used in elementary mathematics and explain how each technique could be used most effectively.

3. The student will define and give examples illustrating the characteristics of the low and high achiever.

4. The student will list specific techniques which will assist in the teaching of low and high achievers.

5. The student will explain the nature of the various processes in problem solving.
6. The student will list the steps in the problem solving process.
7. The student will give the characteristics of relations which are:
    - a. reflexive
    - b. symetric
    - c. transitive

Treatment: Lectures, reports, observation

Materials: Kelly, John L. and Donald Richert, *Mathematics for the Elementary Teachers*. Johnson, Donovan A. and Gerald R. Riping, *Guidelines for Teaching Mathematics*. Fehr, Howard F. and Jo McKeely Phillip, *Teaching Modern Mathematics in the Elementary School*.

Evaluation: Paper and pencil tests and oral reports.

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Willerding, Margaret F., Elementary Mathematics: Its Structure and Concepts. Second edition, John Willey & Sons, Inc., New York, London, Sydney Toronto, copyright, 1966.

Number: 503-001

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Prenatal Period; Genetic Factors in Development

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The student will be able to choose the correct definition of the following terms (using multiple choice items).

    (1) critical or sensitive period
    (2) modern developmental psychology
    (3) Hall's contribution to child psychology
    (4) longitudinal approach
    (5) cross-sectional approach
    (6) stage
    (7) nature
    (8) nurture
    (9) child
    (10) mitoses
    (11) chromosome
    (12) genetic constitution
    (13) gene
    (14) hyperbilrubenemia
    (15) schizophrenia
    (16) sex determinant
    (17) Mendal's law
    (18) general activity

2. The student will be able to discuss the following points in essay form:

    (1) Negative and positive features of the cross-sectional and longitudinal approaches to the study of development,
    (2) The dominant trend in child psychology,
    (3) Inherited behavior, and
    (4) Physical entities.

Treatment: Discussion and assigned readings.

Materials: Aries, P. Centuries of Childhood. Kagan, J. and H. A. Moss, Birth to Maturity. Mussen, Paul Henry, John Janaway Conger, and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development.

Evaluation: A two-part pencil and paper examination, multiple choice and essay, will be administered to determine the student's mastery of the objectives.

Number: 503-002

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Prenatal Development; Learning and Development

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will be able to identify the following:

    (1) When conception occurs
    (2) Where fertilization of the ovum occurs and the makeup of this fertilization
    (3) The three periods in the process of development from conception to birth
    (4) When trophoblastic layer occurs
    (5) Optimal age-range of the mother for childbirth
    (6) Most common cause of central nervous damage which occurs to the fetus during birth
    (7) How Lovaas found punishment to be useful with autistic children
    (8) At least three conditions necessary for learning and the general factors which affect learning
    (9) Viewpoints of reinforcement theorists and contiguity theorists
    (10) Conclusions drawn from Bandura's investigation of imitation in children

2. The student will be able to choose the correct definition of the following terms:

    (1) placenta
    (2) erythroblastosis
    (3) anoxia
    (4) learning
    (5) classical conditioning
    (6) operant
    (7) Skinner box
    (8) insight
    (9) reinforcement
    (10) shaping
    (11) secondary reinforcers
    (12) intermittent reinforcement
    (13) stimulus generalization
    (14) extinction
    (15) mediational unit
    (16) anxiety

3. The student will be able to discuss the following points in essay form:

(1) Effects of diet and stress on the expectant mother and her baby,
(2) Sontag's findings on the effect of the mothers' emotional stress,
(3) Major psysiological transformations which occur in the infant during birth,
(4) Control group,
(5) Distinction between performance and learning, and
(6) Fundamental differences between classical and operant conditioning.

Treatment: Discussion and readings.

Materials: Gagne, R. M., The Conditions of Learning. Gesell, A. and C. S. Amatruda, Developmental Diagnosis: Normal and Abnormal Child Development. Mussen, Paul Henry, John Janeway Conger, amd Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development. Piaget, J., The Origins of Intelligence in Children.

Evaluation: Evaluation will be made by using a pencil and paper test to determine the student's mastery of the objectives. This test will be in two parts: objective and essay form.

Number: 503-003

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Biological Changes and Social Learning in the First Year of Life

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The students will be able to identify the following:

   (1) Period of infancy in the human,
   (2) Body proportions, sensory equipment and psychic world of the newborn infant,
   (3) Physical growth curves,
   (4) Specific ages which demarcate the various stages of development in the six stages of infancy,
   (5) Relationship between age of onset of walking and later intelligence,
   (6) Primary concern of Piaget's observation,
   (7) Significance of Harlow's research with infant monkeys,

(8) Current theories concerning the feeding of infants,
(9) Interpretation of the "fear of strangers" phenomena,
(10) Effects of institutionalization on infants, and
(11) Mussen's theory of slow development of the slum-raised child.

2. The student will correctly define the following terms (using multiple choice items):
   (1) schema
   (2) maturational response
   (3) locomotion response
   (4) cephalocaudal trend in development
   (5) proximodistal trend in development
   (6) sensorimotor trend in development
   (7) primitive grouping
   (8) congenital
   (9) surrogate mother

3. The student will be able to discuss the following ideas in essay form:

   (1) Why infants in middle-class homes vocalize more than infants in lower-class homes,
   (2) Attention of the human infant to his mother's face,
   (3) Importance of looking, babbling, crying, smiling, and sucking behavior in the newborn, and
   (4) Important factors in the development of social attachment of the infant to his mother.

Treatment: Lecture, discussion and assigned readings.

Materials: Gesell, A., el al. The First Five Years of Life. Mussen, Paul Henry, John Janeway Conger, and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development.

Evaluation: A paper and pencil test will be administered to measure the student's success in reaching these objectives. The test will combine essay questions with multiple choice items.

Number: 503-004

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Development in Preschool Years

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will be able to identify the following:
    - (1) When the rate of growth is fastest,
    - (2) Important determinants in motor development,
    - (3) Progress in development of motor skills,
    - (4) Distinction between "performance" and "competence",
    - (5) Factors which accelerate language development,
    - (6) Major aspects of language,
    - (7) Factors which intelligence tests for infants rely on,
    - (8) Socialization practices in infants,
    - (9) Critical period in the child's development of a sense of autonomy,
    - (10) Children's reactions to being placed in a strange room,
    - (11) Aggression in the second year of life,
    - (12) Indications of Weir's study of a 2½ year-old child,
    - (13) Stature of children during the preschool period,
    - (14) Findings on body type and personality,
    - (15) Areas in which sexual differences in children are significant,
    - (16) Gibson's work on graphemes,
    - (17) Werner's theory on children's perceptions,
    - (18) Fundamental grammatical rules of children 3 and 4 years of age,
    - (19) Kendler's research on the reversed-shift discrimination problem of 4 year-olds,
    - (20) Behavioral characteristics of children in the pre-operational stage, and
    - (21) Differences in rate of growth of children's language in 1930 and 1957.

2. The student will be able to define the following terms:
    - (1) phonemes
    - (2) morphemes
    - (3) surface structure (sentence)
    - (4) pivot-word

(5) sentence expansion
(6) tertiary circular reaction
(7) mediated generalization
(8) reversability
(9) endomorph
(10) mesomorph
(11) ectomorph
(12) hermatormorph
(13) "conglomorations"
(14) assimilation
(15) acquired distinctiveness
(16) language

3. The student will be able to discuss the following in essay form:

(1) The role of competence motivation in motor development (2nd year of life),
(2) The relationship between language and mediated generalization, and
(3) The evidence relating to the long-lasting effects of intensive early training of the underpriviledged.

Treatment: Lecture, discussion, and assigned readings.

Materials: Ervin, S. M., and W. R. Miller, Language Development. Flavell, J. H., The Developmental Psychology of Jean Piaget. Gesell, A., et al., Psychological Monograph. Kagan, J. and H. A. Moss, Birth to Maturity. Mussen, Paul Henry, John Janeway Conger, and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development. Youniss, J., Child Development. Volume 34, 1964.

Evaluation: A paper and pencil test will be administered to assess the student's mastery of the objectives. The test will be in objective and essay form.

Number: 503-005

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Personality Development in Preschool Years

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will be able to identify the following:

    (1) The beginning of sexual activity in children,
    (2) Effects of companionship during a frustrating play experience,
    (3) Probability of occurence of aggression by a child,
    (4) Bandura's research findings on the effects of modeling on children's behavior,
    (5) Relationship between aggressive behavior during childhood and adulthood,
    (6) Effects of mother's encouragement or non-encouragement of children's requests for help,
    (7) Effects of anxiety,
    (8) Differences between children from "democratic" homes and those from "controlled" homes,
    (9) Effects of the mother's presence on aggression in children's play,
    (10) Socializing influences of the child,
    (11) Effects of nursery school attendance on cognitive development,
    (12) Principle effect of nursery school attendnace,
    (13) Relationship between the level of the child's confidence and the manifestation of dominant behavior,
    (14) How socialization occurs in the preschool child,
    (15) Most domineering age group,
    (16) Hartup's findings concerning reinforcement by peers,
    (17) Pattern of aggressive behavior in the nursery school-age children,
    (18) Effects of film usage on young children,
    (19) Achievement of popularity with peers,
    (20) Lovaas' findings concerning the use of electric shock in the training of autistic children,
    (21) Effects of "detached" and "warm" teachers on children,
    (22) Workings of behavior modication approaches.

2. The student will be able to choose the correct definition for each of the following terms:

    (1) approach-avoidance conflict
    (2) aggression (Orenz's idea)
    (3) regressive behavior
    (4) fear vs. anxiety
    (5) cognitive-development theory
    (6) behavior therapy
    (7) associated play
    (8) uncreative behavior
    (9) dependency
    (10) effectance
    (11) identification
    (12) frustration tolerance
    (13) parallel play
    (14) cooperative play

3. The student will be able to discuss, in essay form, the following:

(1) Considerations involved in inferring motives from behavior,
(2) Advice to parents who wish to produce high-achievement motives in their child, and
(3) Logic behind the use of play therapy.

Treatment: Discussion and assigned readings.

Materials: Kagan, J., Birth to Maturity. Mussen, Paul Henry, John Janeway Conger, and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development.

Evaluation: A two-part pencil and paper test (in essay and objective form) will be administered to determine the student's mastery of the objectives.

Number: 503-006

Context: CONTEMPORARY LEARNING -TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Development in Middle Childhood (Intellectual-Cognitive; Personality Development and Problems of Adjustment)

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will be able to identify the following:

    (1) Attributes of a concept which change with development,
    (2) Relative abilities of older children vs. kindergarteners in the ability to remember visual items.
    (3) "Inductive" phase in problem-solving,
    (4) Differences in the creative as opposed to the non-creative child,
    (5) Relevance of the personality dimension of reflection impulsivity to the process of evaluation,
    (6) Internalized action and reversibility,
    (7) Characteristics of the child in the preoperational stage,
    (8) The significance of the I.Q. score,
    (9) Limitation of the I.Q. test,
    (10) Basic difference between the Wechsler Scale for Children and the Stanford Binet Test,
    (11) Discipline procedures used by mothers of high-esteem children,
    (12) Characteristics of children who are moderate in self-esteem,

(13) Important effects of the absence of the father in the home,

(14) Relative ability of lower and middle-class children to find solutions to misbehavior,

(15) Differences in attitude of lower and middle-class children toward their parents,

(16) Characteristics of the

(a) first born child
(b) middle child
(c) older child

(17) Effect of de facto segregation of schools on the level of aspiration and self-pride of children,

(18) Frenkel-Brunswick's findings concerning personality characteristics of "prejudiced" and "tolerant" adolescents, and,

(19) Differences in the ability of prejudiced and tolerant children to perform intellectual tasks.

2. The student will be able to choose the correct definition for the following terms:

(1) cognitive units (2) accommodation (3) serialization
(4) warmth-hositility (5) warm permissive (6) repression
(7) encoding (8) superordinate concept
(9) divergent production (10) active-passive
(11) warm-restrictive

3. The student will be able to discuss in essay form the following topics:

(1) Results of at least one test for racial identification among young Negro children, and
(2) Factors which are important in determining tolerant or prejudiced feeling in the child.

Treatment: Lecture, discussion, assigned readings, and observation and activities in target schools.

Materials: Jersild, A. L., In Search A Self. Kagan J., Child Development. Mussen, Paul Henry, John Janeway Conger and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development.

Evaluation: A pencil and paper test will be administered to determine the student's mastery of the objectives. The test will be in two parts: Objective items and essay items.

Number: 503-007

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Human Growth and Development

Topics: Development in Middle Childhood and Adolescence

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The students will be able to identify the following:
    (1) Mussen's conclusion concerning the benefits which a child receives from a male or a female first teacher,
    (2) Changes in children's attitude toward teachers,
    (3) Characteristics and relative effectiveness of the: "fearful teacher," the "turbulent teacher," the "self-controlled teacher."
    (4) Studies of academic progress as related to anxiety and compulsiveness,
    (5) Status of children's readers as to representation of real-life situations,

(6) Results of a comparison between middle-class Negroe's interest in scholastic success and that of middle-class whites,
(7) Scholastic deficiences of the lower-class child as compared to those of the . child (early grades),
(8) Reasons given by Mussen for deficient academic accomplishment in lower-class Negroes,
(9) Factors influencing the child's development of a self-concept,
(10) Acceptance of new-comers by the established group (6 and years olds).
(11) Effects of lack of popularity on school children,
(12) Effects of class (lower and middle) on the child's popularity,
(13) Types of television programs which most affect children,
(14) Factors which influence school-age children in choosing friends,
(15) Conformity in children,
(16) Influence of adolescence upon physical growth,
(17) Major signs of the onset of pubescence,
(18) Major influences upon onset of pubescence,
(19) Effects of early maturing as compared to late maturing on boys,
(20) Chief determinants in the way a girl accepts the onset of menustration,
(21) Implications of the adolescence's capability to perform at the level of formal operations,
(22) Children's views of the fairness of parents who are:
    (a) autocratic
    (b) permissive
    (c) democratic
    (d) equalitarian
(23) Results of study concerning the relationship between religious affiliation and degree of parent's control,
(24) "New morality" among today's adolescents, and the change in their sexual values,
(25) Effect of social-class membership on sexual behavior,
(26) Major difference between the previous generation of adolescents and today's generation of adolescents in the realm of sexuality,
(27) Purpose of "interim culture",
(28) Results of Hollingshead's study of vocational aspiration.

2. The student will be able to define in his own words the following terms:

(1) laissez-faire
(2) syndrome
(3) behavior contagran
(4) pituitary gland
(5) menarche
(6) hormones
(7) monolithic
(8) ego ideal
(9) sociogram
(10) value stretch
(11) ossification
(12) growth spurt
(13) autocratic

Treatment: Lecture, discussion, readings, observations, and activities in the target schools.

Materials: Anderson, H. H., Manual of Child Psychology. Blam, G. E., R. R. Waite, and S. Zimet, The Reading Teacher, 1968, 21, 31 -323. Mussen, Paul Henry, John Janeway, and Jerome Kagan, Child Development and Personality. Olson, Willard, Child Development.

Evaluation: A paper and pencil test will be administered to determine the student's mastery of the objectives. The test will be in two parts, objective and essay in form.

Number: 504-001

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: History and Philosophy

Topic: Early Leaders in Early Childhood Education

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The student will state in written form three major contributions made to Early Childhood Education by:
    - a. J. J. Rousseau
    - b. Maria Montessori
    - c. Frederick Froebel
    - d. Jean Piaget
2. The student will list one theory or practice that is prevalent in the present philosophy of Early Childhood Education that is directed related to each of these persons:
    - a. J. J. Rousseau
    - b. Maria Montessori
    - c. Frederick Froebel
    - d. Jean Piaget

Treatment: Assigned readings, lectures, individual and small group discussions.

Materials: Boyd, William, History of Western Education. Frost , Joe L., Early Childhood Education Rediscovered, Readings. Leeper, Sarah, Good Schools for Young Children.

Evaluation: A paper and pencil test will be administered to determine the student's mastery of the objectives.

Number: 504-002

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills - Methodology (Handwriting)

Target Population: Interns, team leaders

Behavioral Objective: 1

The student will demonstrate the ability to form in manuscript the lower case and upper case letters of the alphabet according to Scott Foresman's handwriting charts.

Treatment:
1. Lecture and demonstration in manuscript formation by the instructor.
2. Practice in letter formation by students (with individual instruction available).

Materials: Scott-Foresman handwriting scale. Children's primary paper, and pencils.

Evaluation: The student will write all the letters of the alphabet, both lower case and upper case, in manuscript handwriting. The writing will be compared to the Scott Foresman's handwriting scale by the instructor and two of the team leaders.

Number: 504-003

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Behavioral Domains and Variables

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will define the term "cognitive domain" in written form and list the six variables of that domain.
2. The student will define the term "affective domain" in written form and list the five variable of that domain.
3. The student will define the term "psychomotor domain" in written form and list the three variable of that domain.
4. Given a number of statements the student will be able to mark the appropriate domain of at least 70 percent.

Treatment: Assigned readings, lecture, and discussion.

Materials: Armstrong, Robert J., et. al., Developing and Writing Behavioral Objectives. Jones, Belmont, California, 1969. Bloom, Benjamin S. et. al., Taxonomy of Education Objectives, Handbook I: Cognitive Domain, Krathwohl, David R., et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain.

Evaluation: A two-part pencil and paper examination will be administered to determine the student's mastery of the objectives. Part I will be in essay form, Part II will be objective.

Number: 504-004

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Behavioral Characteristics of Preschool Children

Topic: Behavior of Three, Four, and Five year-old Children

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will list the behavioral characteristics of the three year old child.
2. The student will list the behavioral characteristics of the four year old child.

3. The student will list the behavioral characteristics of the five year old child.

4. The student will compare methods and materials used with each of the three age groups.

Treatment: Assigned reading.

Two films will be utilized: The Terrible Twos and the Terrifying Threes and the Frustrating Fours and Fascinating Fives. Students will observe children of these age-levels in the Early Childhood Center on Jackson State College Campus. Small group discussions will be held with team leaders serving as group leaders. A question and answer session will conclude the discussion after each group has discussed various phases of the objectives.

Materials: Leeper, Sarah et. al, Good Schools for Young Children. Two films will be used: The Terrible Twos and Terrifying Threes, and the Frustrating Fours and Fascinating Fives.

Evaluation: A teacher-made essay examination will be administered to assess students' ability to list and identify behavioral characteristics of the three age levels and to identify methods used with each.

Number: 504-005

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Necessary Training for Instruction

Topic: Behavioral Objectives

Target Population: Interns, team leaders

Behavior Objectives: 4

1. The student will, without reference, when given a list of objectives which are stated in performance (behavioral) terms, identify them. (Eighty percent of the responses must be correct).

2. The student will, without references, when given a list of objectives identify those objectives which are stated behaviorally and those that give a criterion of acceptance. (Eighty percent of the responses must be correct).

3. The student will, without references, identify test questions that are appropriate for testing whether or not objectives have been achieved. (Eighty percent of the responses must be correct).

4. The student will, when presented with a goal, write a behavioral objective which will state the task, the condition and the criterion of acceptance for an elementary child. (Eighty percent of the responses must be correct).

Treatment: Video tape lecture by program specialist along with coordinated exercise.

Materials: Bloom, Benjamin et. al., Taxomony of Educational Objectives, Handbook I. Harmes, H. M., Behavioral Analysis of Learning Objectives. Karthwohl, David et. al., Taxonomy of Educational Objectives, Handbook II. Mager, Robert F., Preparing Instructional Objectives. McAshan, H. H., Writing Behavioral Objectives, A New Approach.

Evaluation: A paper and pencil identification test and an essay test will be given.

Number: 504-006

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Necessary Training for Instruction

Topic: Children's Books

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will identify and define seven criteria for evaluating children's books of fiction and give the title and author of a book to illustrate each of these characteristics.

2. The student will identify and define five criteria for evaluating children's picture books and give the title, author, and illustrator of a book to illustrate each of these characteristics.

3. The student will identify and fully explain one individual book activity which might be used to arouse a child's (or children's) interest in a given book.

4. The student will identify and fully explain one group book activity which might be used to arouse a child's (or children's) interest in a given book.

Treatment: The instructor will lecture and share examples of children's books with the class. Color slides of typical book projects will be shown and discussed. Each student will construct an individual book activity to present to the class; each student will participate in a group book activity to be presented in class.

Materials: Arbuthnot, May Hill. Children and Books. Georgiou, Constantine. Children and Their Literature. Huck, Charlotte S., and Doris Young Kuhn. Children's Literature in the Elementary School. Children's books from the Jackson State College Library and the Jackson Public Library selected by instructor and students. Poster paint, butcher paper, poster paper, crayons, magic markers, colored chalk, felt, and various materials selected by individual students.

Evaluation: Students will be given a teacher-made test to determine ability to identify, define, and give examples of desirable characteristics of children's fiction and picture books. Each student will represent an individual book activity and participate in group book activity.

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Number: 501-001

Context: SOCIETAL FACTORS

Major Subject Area: The Family: Cross-Culturally

Topic: Introduction to the Family and Culture

Traget Population: Interns, team leaders

Behavioral Objectives: 4

1. It is expected that the students will be able to define Robert Redfield's concept of culture and its five (5) subsidiary terms.
2. It is expected that the students will be able to define in written form William N, Stephen's concept of the family and marriage in terms of their four (4) component parts.
3. It is expected that the students will be able to identify at least four (4) positive and negative aspects of the family as it relates to stability in American Society.
4. It is expected that the students will be able to demonstrate a knowledge of William Kephart's concept "Individual vs. Society" approach regarding cross-cultural family relations.

Treatment: Lecture on Introduction to Marriage, Family and Culture, Assigned readings, group discussion.

Materials: Text: Kephart, William, The Family Society and the Individual in Cross-Cultural Perspective.

Evaluation: Essay test, analysis of group discussion.

Number: 501-002

Context: SOCIETAL FACTORS

Major Subject Area: The Family: Cross-Culturally

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. It is expected that the students will be able to identify and explain four basic forms of marriage.
    1. Cenogamy
    2. Polyandry
    3. Polygamy
    4. Mongogamy

2. It is expected that the students will be able to give an example of a particular culture where each martial form has or still is in practice.

3. It is expected that the students will be able to differentiate (written) between the two basic family types.
    1. Consanguine
    2. Conjugal

4. It is expected that the students will be able to demonstrate their knowledge of the following concepts:
    1. Incest taboo
    2. Premartial sex
    3. Extra-martial sex
        a. The Safety-Value Theory
    4. Non-Marital Sex
        a. Masturbation
        b. Prostitution
        c. Homosexuality

5. It is expected that the students will be able to contrast cross-culturally material variations and uniformities.

Treatment: Lecture on cross-culture patterns, assigned reading, and group discussion.

Materials: Text. Kephart, William, The Family, Society, and the Individual: Second Edition.

Evaluation: Essay test, instructor's analysis of group discussion.

Number: 501-003

Context: SOCIETAL FACTORS

Major Subject Area: The Family Cross-Culturally

Topic: The Historical and Legal Aspects of Family Living

Target Population: Interns, team leaders

Behavioral Objectives: 2

1. The students will read throughly Chapters 4, 5, 6, and 14 from William Kephart's The Family, Society, and the Individual.

2. It is expected that the students will be able to discuss in class:
    - a. Family life among the Hebrews
    - b. The Greek Family System
    - c. The family in Roman Times
    - d. The Early Christian - Influence
    - e. The family during the Middle Ages
    - f. The Renaissance and the Reformation
    - g. The experimental family organization
        1. Mormon
        2. The Oneida Community
    - h. The American Family Patterns
    - i. Void vs. voidable marriages
    - j. Miscegenation
    - k. Procedural aspects of marriage

Treatment: Chapter presentation by assigned students, outside reading, and group discussion.

Materials: Text: Kephart, W., The Family, Society, and the Individual.

Evaluation: Essay and true and false test, analysis of group discussion.

Number: 501-004

Context: SOCIETAL FACTORS

Major Subject Area: The Family: Cross-Culturally

Topic: Introduction to Intergroup Relations: Majority Group Racial Policies Cross-Culturally

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. It is expected that the students will be able to identify and explain (in terms of interaction) six (6) majority group policies toward minority group members:
    - A. Assimilation
        1. Forced
        2. Permitted
    - B. Cultural pluralism
    - C. Legal Protection
    - D. Population Transfer
        1. Forced
        2. Permitted
    - E. Continued Subjugation
    - F. Extermination

2. It is expected that the students will be able to identify and explain three (3) approaches to race:

   A. Mystical
   B. Administrative
   C. Biological

3. It is expected that the students will be able to discuss in class at least three (3) biological effects or consequences of race mixture according to Simpson and Yinger.

4. It is expected that the students will be able to identify at least four (4) "Scientific Racist" as it relates to innate human qualities.

5. It is expected that the students will be able to identify and explain five (5) unproven racial beliefs:

   A. The doctrine of mentally superior and mentally inferior races.
   B. The belief that races are tempermentally different.
   C. The notion of biologically superior and inferior races.
   D. The myth of a racial culture.
   E. The dogma of a racial morality.

Treatment: Lecture, assigned readings, and group discussion.

Materials: Text: Simpson, R., and Yinger, J. M., Cultural and Racial Minorities.

Evaluation: Essay test and analysis of group discussion.

Number: 501-005

Context: SOCIETAL FACTORS

Major Subject Area: The Family: Cross-Culturally

Topic: Introduction to Intergroup Relations among Cultural and Racial Minorities

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. It is expected that the students will be able to discuss in class the relation of prejudice to discrimination.
    - A. There can be prejudice without discrimination.
    - B. There can be discrimination without prejudice.
    - C. Prejudice can be among the causes of discrimination.
    - D. Discrimination can be among the causes of prejudice.
    - E. Probably most frequent, they are mutually reinforcing.
2. It is expected that the students will be able to list five characteristics of a minority group according to Wagley and Harris.
3. It is expected that the students will be able to identify and explain four (4) types of minorities according to Simpson and Yinger.
4. It is expected that the students will be able to define the following concepts:
    - A. Prejudice
    - B. Discrimination
    - C. Displaced Aggression
    - D. Projection
    - E. Segregation
    - F. Racism
    - G. Self-fulfilling Prophecy
    - H. Principle of Cummulation
    - I. Looking Glass Shelf

Treatment: Lecture on Introduction to Intergroup Relations, Assigned Readings, and Group Discussion.

Materials: Text: Simpson, R., and Yinger, J. M., Cultural and Racial Minorities.

Evaluation: Essay test and analysis of group discussion.

Number: 505-001

Context: SOCIETAL FACTORS

Major Subject Area: Teaching: Teaching the Disadvantaged

Topic: A Look at the Disadvantaged

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. Team leaders and interns will:
    1. Enumerate ways in which children acquire cultural values.
    2. Present factors that characterize the culturally disadvantaged - Appalachian child, the Mexican-American child, the Puerta Rican child, the Negro child, and the American Indian child.
    3. Present factors that characterize depressed areas.
    4. Explain the effect of cultural values on social institutions and customs.
    5. Describe two children known to come from culturally depressed areas of a city, and indicate how they differ from children who live in more favored environments of the city.
    6. If possible study the conditions in the immediate neighborhood of the tafget schools in which they are going to work, to discover the extent to which the children are affected by adverse environmental factors. Report your findings in writing.
    7. Present some of the problems of the socially disadvantaged that limit their chances for success in school.
    8. Indicate ways in which the community can work with the schools to correct some of the learning problems of the disadvantaged children.
    9. Through the use of examples, explain how the self-concept is developed.

Treatment: The teacher will present lectures and engage in discussion with the entire class based on readings. The students will visit a school either as a class field or on their own.

Materials: Crow, Lester D., Murray, Walter I., and Smythe, Hugh H., Educating The Culturally Disadvantaged Child.

Evaluation: Multiple-choice and essay exams will be given.

Number: 505-002

Contexts: SOCIETAL FACTORS

Major Subject Area: Teaching the Disadvantaged

Topic: Sociological Factors of Influence

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. Team leaders and interns will:
    1. Indicate any special behavior or learning problems associated with racial or national groups among the deprived children in school.
    2. Indicate how better integration might improve learning conditions for disadvantaged children.
    3. Explain the impact of the mobility of families on the education of the children.
    4. Indicate the extent to which welfare agencies are providing help and assistance to the needy citizens of Hinds County and report findings in writing.

Treatment: The teachers will present lectures and engage in discussion with the class based on readings. The students will also list and gather information concerning welfare agencies in Hinds County.

Materials: Crow, Lester D., Murray, Walter I., and Smythe, Hugh H., Educating the Culturally Disadvantaged Child.

Evaluation: Multiple-choice and essay exams.

Number: 505-003

Context: SOCIETAL FACTORS

Major Subject Area: Teaching the Disdavantaged

Topic: Bases of Behavior

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. Team leaders and interns will:
    1. Explain the difference between internal and external forces in behavior.
    2. Explain the meaning of Maslow's hierarchy of needs.
    3. State the current objection to the use of primary and secondary drives to describe the arousal of behavior.
    4. Define phenomenology.
    5. List a minimum of five environmental determinants of behavior.

Treatment: The teacher will present lectures and engage in discussion with the class based on readings.

Materials: Bibliography of books concerning the disadvantaged.

Evaluation: Multiple-choice and essay exams.

Number: 505-004

Context: SOCIETAL FACTORS

Major Subject Area: Teaching the Disadvantaged

Topic: Classroom Control

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. Team leader and interns will:
    1. Explain three types of leadership found in classrooms.
    2. List four types of discipline.
    3. State the aim of all discipline.
    4. Explain the difference in the ends to be sought by the different methods of control.

5. List some of the characteristics of the learner-centered approach.

6. Explain the main objectives of the learner-centered approach.

Treatment: The teacher will present lectures and engage in discussion with the class based on readings.

Materials: Bibliography of books concerning the disadvantaged.

Evaluation: Multiple-choice and essay exams.

Number: 505-005

Context: SOCIETAL FACTORS

Major Subject Area: Teaching the Disadvantaged

Topic: Reporting to Parents

Target Population: Interns, team leaders

1. The team leaders and interns will:

    1. List and explain nine ways of reporting to parents.

    2. List ten means of determining whether a reporting system is satisfactory (criteria for evaluating the reporting system).

Treatment: The teacher will present lectures and engage in discussions with the class based on readings.

Materials: Bibliography of disadvantaged books prepared by instructor and any other source the student whishes to use..

Evaluation: Essay exams will be given.

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Number: 515-001

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Development of a Proposal for Possible Research

Target Population: Interns, team leaders

Behavioral Objective:

1. The student will prepare and present to the instructor a proposal suitable for a thesis, project, or a scholarly paper.

Treatment: Lectures, counseling with individual students. Assigned reading in college library.

Materials: All relevant material available to students.

Evaluation: Evaluation by instructor on criteria given to student.

Number: 515-002

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Philosophical and Theoretical Framework of Research

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. The student will explain in writing why a theoretical background is necessary for any type of research.

2. The student will define in writing:
   a. Causual and functional relationships
   b. Ideographic laws
   c. Nomothetic laws

3. The student will be asked to give examples of the above terms in relationship to education.

4. The student will define in writing:
   a. empiricism
   b. rationalism

c. deductive reasoning
d. inductive reasoning

5. The student when presented with a list of examples will determine which of the above are illustrated.

Treatment: Lecture, discussion and illustrations of examples.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Cook, David R., A Guide to Educational Research. Mouly, George J., The Science of Educational Research.

Evaluation: On a paper and pencil test the student will be asked to define the terms as well as identify types of examples presented.

Number: 515-003

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Review of Literature

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. The student will give in writing the true purpose of the review of literature.

2. The student will list two common misconceptions of the role of the review of literature.

3. The student will list the major reference guides available in the college library and what particular contribution they provide for the review of literature.

4. The student when given a topic or problem will describe a plan of attack he or she would use to find the available data related to that topic or problem.

5. The student will describe and illustrate proper forms of documentation.

Treatment: Lectures, class discussion, library research.

Material: Travers, Robert M. W., An Introduction to Educational Research. Turabian, Katie L, Manual for Writers of Term Papers, Theses, and Dissertations. Campbell, William Gales, Form and Styles in Thesis Writing.

Evaluation: Paper and pencil tests.

Number: 515-004

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Types of Variables

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. The student will define the following terms:
    a. constant
    b. variable
    c. independent variable
    d. dependent variable
2. The student when presented with a problem will determine and list the different variables.
3. The student will name and identify in writing the four mathematical classifications of variables.
4. The student will define in writing the:
    a. normative scale
    b. ipsative scale
5. The student will determine when given examples:
    a. type of variable
    b. classification of variable
    c. scale

Material: Travers, Robert M. S., An Introduction to Educational Research. Wandt, Edwin, A Cross-Section of Educational Research. Cook, David R., A Guide to Educational Research.

Treatment: Lectures, class discussion, class assignments.

Evaluation: Paper and pencil tests.

Number: 515-005

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Sampling and Errors in Measurement

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will define and describe the procedures involved in the following types of sampling:

    1 random
    2. stratified
    3. systematic
    4. quota

2. The student when presented with a problem will develop a sampling design to solve said problem.

3. The student will explain "errors in measurement" in paragraph form as well as symbolically.

4. The student will define the following types of errors and describe a method to reduce said error.

    a. sampling or subject
    b. group
    c. replication

Treatment: Lectures, class discussion, class problems.

Material: Travers, Robert M. W., An Introduction to Educational Research. Wandt, Edwin, A Cross-Section of Educational Research

Evaluation: Paper and pencil tests.

Number: 515-006

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Problem Statements and Hypotheses

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will define the following terms:
    a. Problem Statement
    b. Hypothesis
    c. Research hypothesis
    d. Statistical (null) hypothesis
2. The student will list the criteria for selecting:
    a. Problem
    b. Hypothesis
3. The student will list methods for identifying the problem.
4. The student when presented with a topic will produce in writing a:
    a. Problem Statement
    b. Research Hypothesis
    c. Statistical Hypothesis

Treatment: Lectures, illustrations and discussion of examples, individual and class development of examples.

Materials Travers, Robert M. W., An Introduction to Educational Research. Cook, David R., A Guide to Educational Research. Mouly, George J., The Science of Educational Research. Special handouts, selected research articles from library.

Evaluation: A paper and pencil test will be used in asking the students to produce in writing: (a) definitions of terms, and (b) determine from research articles the following: problem statements, research and statistical hypothesis.

Number: 515-007

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Methods of Collecting data: Tests

Target Population: Interns, team leaders

Behavioral Objectives: 6

1. The student will list the advantages and limitations of commercial and self constructed tests.

2. The student will explain "reliability", how it is determined through the following methods:

   a. equivalent forms
   b. test-retest
   c. split-test

3. The student will when given the proper data determine the reliability of a test.

4. The student will when given the proper data, through the use of the Spearman-Brown Prophecy Formula and the split-test method of determining reliability of the total test.

5. The student will list four (4) ways to increase the reliability of a test.

6. The student will define and explain the method to determine:

   a. validity
   b. content validity
   c. construct validity
   d. predictive validity

Treatment: Lectures, class discussions.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Furst, Edward T., Constructing Evaluation Instruments.

Evaluation: Paper and pencil tests.

Number: 515-008

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Methods of Collecting data: the questionnaire.

Target Population: Interns, team leaders

Behavioral Objectives: 13

1. The student will list five (5) examples of data that could properly be collected through the use of a questionnaire.

2. The student will describe or list the types of research where the collection of data could be facilitated through the use of a questionnaire.

3. The student will list the contents of a cover letter to accompany a questionnaire.

4. The student when presented with a topic and the population to be sampled will write a cover letter appropriate for the questionnaire.

5. The student will list the possible types of questionnaire items.

6. The student will list the factors to be considered in determining the length of a questionnaire.

7. The student will list five (5) common mistakes in the questionnaire that could decrease the number of returns.

8. The student will list four (4) ways to increase the number of returns to the original questionnaire.

9. The student will list five (5) methods which may be used as follow-up procedures in the case of nonreturns.

10. The student will explain how it is possible through coding to determine source of returned questionnaires and why this knowledge is necessary.

11. The student will list five (5) factors to be considered in the use and analysis of returned questionnaires.

12. The student will list five (5) possible sources of error in the use of questionnaire.

13. The student will explain what can be done to increase the reliability of the questionnaire.

Treatment: Lectures, class discussions, independent study, video tapes.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Mouly, George J., The Science of Educational Research. Wandt, Edwin, A Cross-Section of Educational Research. Rummel, J. Francis, An Introduction to Research Procedures in Education.

Evaluation: Paper and pencil tests.

Number: 515-009

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Methods of Collecting Data: Observation

Target Population: Interns, team leaders

Behavioral Objectives: 7

1. The student will give examples of data to be collected that could be obtained only through observations.

2. The student will list basic guides to good observations.

3. The student will list several mechanical devices that could be used to collect data which could be considered observations.

4. The student will explain and give the rationale for the following types of data recording:
    1. periodic summaries
    2. anecedotal records (behavioral diaries)
    3. check lists
    4. ratings and rating scale
    5. photographic records

5. The student will when given a situation where time-sample observations are appropriate devise a method of collecting valid and reliable data.

6. The student will explain how persons who are to be observers should be selected and trained.

7. The student will list the advantages and limitations of data collected through observations.

Treatment: Lectures, class discussions, video tapes.

Material: Travers, Robert M. W., An Introduction to Educational Research. Mouly, George J., The Science of Educational Research. Wandt, Edwin, A Cross-Section of Educational Research.

Rummel, J. Francis, An Introduction to Research Procedures in Education.

Evaluation: Paper and pencil test.

Number: 515-010

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Methods of collecting data: the interview

Target Population: Interns, team leaders

Behavioral Objectives:

1. The student will list the three main tasks of an investigator conducting an interview.

2. The student will list and explain the classifications of interviews according to purpose.

3. The student list five (5) basic guides to developing and conducting a good interview.

4. The student will explain the purpose(s) of a preliminary tryout of the interview.

5. The student will explain methods that may be used to check accuracy and reliability of data obtained through an interview.

6. The student will explain how the following errors occur in an interview:
   a. recognition
   b. omission
   c. addition
   d. substitution
   e. transposition

7. The student will list three (3) advantages and three (3) limitations of the interview.

Treatment: Lectures, class discussions.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Mouly, George J., The Science of Educational Research. Wandt, Edwin, A Cross-Section of Educational Research. Rummel, J. Francis, An Introduction to Research Procedures in Education.

Evaluation: Paper and pencil tests.

Number: 515-011

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Types of Research: Descriptive

Target Population: Interns, team leaders

Behavioral Objectives:

1. The student will define and give an example of the following categories of descriptive research:
    - a. analytical
    - b. developmental
    - c. predictive
    - d. survey
2. The student will when presented with examples of descriptive research determine which of the four categories the research belongs to.
3. The student will when presented with examples of descriptive research determine and list the following:
    - a. the problem
    - b. research hypothesis
    - c. statistical (null) hypothesis
    - d. soundness of statistics used
    - e. acceptance or rejection of hypotheses

Treatment: Lectures, examples and illustrations, class discussion of individual and class assignments.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Cook, David R., A Guide to Educational Research. Mouly, George J., The Science of Educational Research. Kerlinger, F. M., Foundations of Behavioral Research. Wandt, Edwin, A Cross-Section of Educational Research.

Evaluation: Paper and pencil tests. Questions to be answered through evaluation of examples of research.

Number: 515-012

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Types of Research and Research Designs

Target Population: Interns, team leaders

Behavioral Objectives: 7

1. The student will define:
    a. ex post facto research
    b. experimental research

2. The student will determine from a list of research situations which are experimental and which are ex post facto.

3. The student will define the following terms:
    a. true experimental design
    b. quasi experimental design
    c. control
    d. control group
    e. experimental group

4. The student will describe the following experimental designs.
    a. post-test only control group design
    b. pre-test, post-test control group design
    c. Solomon Four Group Design
    d. time design

4. The student will define:
    a. basic research
    b. applied research

6. The student will give in writing examples of basic and applied research.

7. The student will when given examples identify them as basic or applied research.

Treatment: Lectures, illustrations and examples, individual assigned reading.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Cook, David R., A Guide to Educational Research. Mouly, George J., The Science of Educational Research. Campbell, Donald T. and Stanley, Julian C., Experimental and Quasi-Experimental Designs for Research.

Evaluation: Paper and pencil tests.

Number: 515-013

Context: RESEARCH

Major Subject Area: Necessary Training for Educational Research

Topic: Types of Research: Historical

Target Population: Interns, team leaders

Behavioral Objectives: 3

1. The student will:
    a. Define historical research
    b. Describe the purpose (role) of historical research in education
    c. List the methods of historical research
2. The student will define and give examples of:
    a. primary sources
    b. secondary sources
    c. internal criticism
    d. external criticism
3. The student when presented with an example of historical research will identify the following:
    a. primary sources
    b. secondary sources
    c. the problem
    d. possible hypotheses

Treatment: Lectures, illustrations and discussion of examples, assigned reading.

Materials: Travers, Robert M. W., An Introduction to Educational Research. Cook, David R., A Guide to Educational Research. Mouly, George J., The Science of Educational Research. Wandt, Edwin, A Cross-Section of Educational Research.

Evaluation: Paper and pencil tests.

Number: 531-001

Context: RESEARCH

Major Subject Area: Statistics

Topic: Introduction to Elementary Statistics

Target Population: Interns, team leaders

Behavioral Objectives: 6.

1. The student will write the definition of statistics.
2. The student will list three examples of simple statistics in use.
3. The student will explain by giving an example how statistics may be misused.
4. The student will compare descriptive and inferential statistics.
5. The student will list and explain the three processes involved in manipulation of numbers in statistics.
6. The student will list and explain the four measurement scales.

Treatment: Lecture, class discussion, assigned reading.

Materials: Chase, Clinton I., Elementary Statistical Procedures. Spence, Janet T., et al., Elementary Statistics. Downie, N. M. and R. W. Heath, Basic Statistical Methods.

Evaluation: Paper and pencil tests.

Number: 531-002

Context: RESEARCH

Major Subject Area: Statistics

Topic: Frequency Distributions and Their Uses

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student will, when given an ungrouped set of scores:
    a. Rank from highest to lowest
    b. Choose a suitable class size and group scores in those classes.
    c. Determine the real limits of each class.
    d. Find the mid-point of each class.

2. The student will, when given a set of ungrouped data:
    a. Develop a cumulative frequency distribution chart and show the resulting OGIVE curve in a sketch.

3. The student will, when given a set of ungrouped data, be able to find the percentile of any score.

4. The student will be able to find the percentile of any score within any class.

5. The student will find a score that represents any given percentile rank.

Treatment: Lectures, class discussion, assignments and problem reading.

Material: Video-tape lectures, special handouts, and the following text: Ferguson, George A., Statistical Analysis in Psychology and Education. Popham, W. J., Educational Statistics: Use and Interpretation. Wiserma, W., Research Methods in Education: An Introduction. Chase, Clinton I., Elementary Statistical Procedures. Spence, Janet T., et al., Elementary Statistics. Downie, N. M., and R. W. Heath, Basic Statistical Methods.

Evaluation: Paper and pencil tests.

Number: 531-003

Context: RESEARCH

Major Subject Area: Statistics

Topic: Measures of Central Tendency

Target Population: Interns and team leaders

Behavioral Objectives: 8

1. The student will define: arithmetic mean.
2. The student will, when given a set of scores and a mean, test this mean to see if it is the true mean.
3. The student will when given a set of grouped or ungrouped data calculate the mean.
4. The student will define median.
5. The student will compute the median of grouped or ungrouped data.
6. The student will define mode.
7. The student will find the mode of a set of data.
8. The student will explain "skewed"

Treatment: Lecture, class discussion, assigned reading and problems.

Material: Chase, Clinton I., Elementary Statistical Procedures.
Spence, Janet T., et. al., Elementary Statistics.
Downie, N. M. and R. W. Heath, Basic Statistical Methods.

Evaluation: Paper and pencil test.

Number: 531-004

Context: RESEARCH

Major Subject Area: Statistics

Topic: Measures of Variability

Target Population: Interns, team leaders

Behavioral Objectives: 4

1. The student, when presented with a set of data, will:
   a. Find the range
   b. Determine the semi-interquartile range
2. The student will, when presented with grouped data, find the standard deviation.
3. The student will be able to write out what effect adding, subtracting, multiplying, or dividing by a constant will have on the standard deviation.

4. The student will write the meaning of the following formulas:

   a. x

   b. x

   c. $\frac{x^2}{N}$

   d. $\frac{x^2}{N}$

   e. $\frac{f \quad x^2}{N}$

   f. $\underline{x}$

5. The student will compute the Z-score (standard score) of any raw score from a given set of data.

Treatment: Lectures, class discussion, reading and problem assignments.

Materials: Chase, Clinton I., *Elementary Statistical Procedures*.
Spence, Janet, T., *et al*., *Elementary Statistics.*
Downie, N. M. and R. W. Heath, *Basic Statistcal Methods*.

Evaluation: Paper and pencil test.

Number: 531-005

Context: RESEARCH

Major Subject Area: Statistics

Topic: The Normal Curve

Target Population: Interns, team leaders

Behavioral Objectives: 8

1. The student will compute the probability of several combinations when a given number of coins or die are thrown.

2. The student will sketch graphs of several simple linear and quadratic equations.

3. The student will find the percentage of cases in a given area under the normal curve.

4. The student when given a Z-score will find the area of the curve (%) between the mean and the ordinate at that point.

5. Given two raw scores the student will find the area between them on the normal curve.

6. The student will find the area above or below any given raw score.

7. The student will compute raw score limits between which a given percentage of cases will fall.

8. The student when given appropriate data will solve problems of practical value associated with the normal curve.

Treatment: Lectures, class discussion, special handouts with problems, assigned readings.

Materials: Chase, Clinton I., Elementary Statistical Procedures. Spence, Janet T., et al., Elementary Statistics. Downie, N. M. and R. W. Heath, Basic Statistical Methods.

Number: 531-006

Context: RESEARCH

Major Subject Area: Statistics

Topic: Correlations

Target Population: Interns, team leaders

Behavioral Objectives: 6

1. When given ranked data, the student will compute the correlations using Spearman's formula for ranked data. The student will also test this correlation to see if it is significant.

2. Data with tied ranks will be given to the student and he is to compute the correlation and test for significance.

3. The student will, when given data, find the correlation coefficient by the use of Pearson's product moment correlation coefficient formula, and run the test for significance.

4. The student, when given a set of data, will choose the correct method of computing the correlation coefficient, compute the correlation, and run the appropriate test for significance.

5. The student will determine the regression equation for prediction from a set of data.

6. The student, when given appropriate data, predicts scores certain students will make on a given test.

Treatment: Lecture, class discussion, assigned readings and problems.

Materials: Chase, Clinton I., Elementary Statistical Procedures. Ferguson, George A., Statistical Analysis in Psychology and Education. Young, Robert K. and Donald J. Veldman, Introductory Statistics for the Behavioral Science.

Evaluation: Paper and pencil test.

Number: 531-007

Context: RESEARCH

Major Subject Area: Statistics

Topic: Introduction to Inferential Statistics

Target Population: Interns, team leaders

Behavioral Objectives: 6

1. The student will define in writing:

a. population	d. sampling distribution
b. sample	e. statistics
c. parameter	f. standard error of the mean

2. The student will explain the relationship between the standard error of the mean and the sample size.

3. The student will determine the probability of a sample being from a population when the parameters are known.

4. The student will when given the statistics of a sample compute the estimated standard error.

5. The student will when given the parameter of a population and a sample mean find the confidence limits of that sample. The student will reject or accept the hypothesis that the sample was drawn from that population.

6. The student when given the parameters of a population will determine the confidence limits outside which all sample means would be rejected as coming from that population. (at both the .05 and .01 level)

Treatment: Class discussion, assigned readings, and problems.

Materials: Chase, Clinton I., Elementary Statistical Procedures.
Spence, Janet T., et al., Elementary Statistics.
Downie, N. M. and R. W. Heath, Basic Statistical Methods.

Number: 531-008

Context: RESEARCH

Major Subject Area: Statistics

Target Population: Interns, team leaders

Behavioral Objectives: 5

1. The student will, when given two independent samples, apply the t test and reject or accept the hypothesis that they come from the same population (at the .05 and .01 level of significance).

2. The students will, when given data from two correlated samples, use the t test to determine if they are significantly different.

3. When given two sets of data the student will run the t test and then run the test of homogeneity.

4. The student will define "power" as it relates to tests.

5. Given the appropriate data the student will compute the power of the test.

Treatment: Lectures, class discussion, assigned readings, and problems.

Materials: Chase, Clinton I., Elementary Statistical Procedures.
Spence, Janet T., et al., Elementary Statistics.
Downie, N. M. and R. W. Heath, Basic Statistical Methods.
Ferguson, George A., Statistical Analysis in Psychology and Education.

Evaluation: Paper and pencil test, problem solving.

Number: 531-009

Context: RESEARCH

Major Subject Area: Statistics

Topic: chi square

Target Population: Interns and team leaders

Behavioral Objectives: 3

1. The student will, by the use of X^2, determine if a set of nominal data is distributed significantly different from what was expected.

2. The student will use X^2 to test for independence when given an appropriate set of nominal data.

3. The student will be able to compute X^2 for any type of table i.e., 2x2, 3x2, 4x5, etc.

Treatment: Lecture, class discussion, assigned reading and problems.

Materials: Chase, Clinton, Elementary Statistical Procedures. Spence, Janet T., et al., Elementary Statistics. Downie, N. M. and R. W. Heath, Basic Statistical Methods. Ferguson, George A., Statistical Analysis in Psychology and Education. Popham, W. J., Educational Statistics: Use and Interpretation. Wiserma, W., Research Methods in Education: An Introduction.

Evaluation: Paper and pencil test.

Number: 531-010

Context: RESEARCH

Major Subject Area: Statistics

Topic: Analysis of Variance

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. The student will run a simple analysis on three or more groups on one variable. The student will test the hypothesis $u^{-}u_2 \ldots {}^{-}u_k$ by the F-ratio. If the hypothesis is rejected, the groups that are different will be determined by Scheffe's method.

Treatment: Lecture, class discussion, special handouts, assigned reading and problems.

Materials: Chase, Clinton I., *Elementary Statistical Procedures*.
Spence, Janet T., *et al.*, *Elementary Statistics*.
Downie, N. M. and R. W. Heath, *Basic Statistical Methods*.
Ferguson, George A., *Statistical Analysis in Psychology and Education*.

Evaluation: Paper and pencil tests.

Number: 531-011

Context: RESEARCH

Major Subject Area: Statistics

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: Interns, team leaders

Behavioral Objectives: 1

1. The student, when presented with a problem, hypotheses, and data, will choose the proper statistical test to execute on this data, perform the necessary operations to run that test, and decide from the results to either reject or accept the hypothesis on a predetermined criteria.

Treatment: Lectures on proper choices of statistical procedures. There will be practicum-type experiences where the student will be presented with data and with supervision determine proper statistical tests and will execute these tests.

Materials: Video-tape lectures, special handouts, and the following texts: Ferguson, George A., *Statistical Analysis in Psychology and Education*. Popham, W. J., *Educational Statistics: Use and Interpretation*. Wiserma, W., *Research Methods in Education: An Introduction*. Downie, N. M. and R. W. Heath, *Basic Statistical Methods*.

Evaluation: Students will be presented with problems, hypotheses, and appropriate data. The student must then choose the proper statistical procedure to be used, perform the necessary operations, and decide either to reject or accept the hypothesis on his results. The student will be checked at three stages: (1) proper statistical test, (2) accuracy or computation, and (3) proper decision in rejecting or accepting the hypothesis.

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CHAPTER IV

Summary, Conclusions, and Recommendations

The purpose of this project was to help implement the change from a traditional instructional program at Jackson State College to one which is competency-based. This initial attempt started with the faculty and interns of the Jackson State College-Hinds County Teacher Corps Program.

The University of Toledo Teacher Education Model was the primary source of the competencies and format to be used. The program began in the summer of 1970 when 36 black Liberal Arts graduates, recruited locally, were assigned to three school systems in Hinds County Mississippi. The interns were assigned to the first three grades of these schools which are predominantly black in student population and faculty. The interns took their college work at Jackson State College, the largest black college in Mississippi. It is the fourth ranked college or university in Mississippi as to size of enrollment.

From July of 1970 to July of 1971 these interns were given eight courses in Early Childhood Education as well as six hours of internship, which will count toward a Master's Degree in Early Childhood Education. These eight courses were converted to competency-based instruction to some extent, varying from 50 to 100 percent. The amount depended upon when faculty members were assigned and what time was available for proper orientation.

The year ended in early July of 1971 with the experimental component which was as close as possible, considering the time allotted and available facilities, to the ideal concept of competency-based instruction.

The following conclusions were reached after giving consideration to the evaluation of the project by Teacher Corps interns, Teacher Corps faculty, regular Jackson State College graduate and undergraduate students, and the opinion of the author who served as director of this project as well as the Program Development Specialist for the Jackson State College-Hinds County Teacher Corps.

1. Teacher Corps interns and the regular Jackson State College graduate and undergraduate students favor competency-based instruction over traditional instruction.
2. Students want to know explicitely what is expected of them and on what criteria they will be judged.
3. Students react positively toward being given an opportunity to do independent study and research.
4. The majority of the students feel that competency-based instruction places less pressure on students.
5. Most students feel that they would achieve more and receive higher grades through competency-based instruction.
6. Teacher Corps faculty members reacted positively toward competency-based instruction and favored an extended and more substantial use in the teacher education program.
7. The conversion from traditional instruction to competency-based instruction will necessitate changes in the present institutional structure such as: a change from the traditional grading system to a pass-fail system, additional physical facilities, a much longer period of time must be allowed for module (course) completion, and a susbtantial increase in instructional resources.

8. Faculty members must be assigned to a program such as this one early enough to allow for adequate orientation and development of instructional modules.
9. The success of this type of program is dependent upon the support and involvement of the faculty and administration. A successful program cannot evolve from one-shot attempts by various faculty members.

The following recommendations are given:

1. The Teacher Corps Program should continue to use competency-based instruction in the courses assigned to the interns.
2. Teacher Corps faculty members should be encouraged to utilize the same approach with their other classes.
3. Seminars should be held involving the total Teacher Corps faculty and interns as well as regular graduate and undergraduate students who were involved in this type of instruction, in order to orient the total teacher education faculty to the progress that has been made in an effort to increase the use of competency-based instruction in the total program.
4. The afore-mentioned seminars should generate committees, if this methodology is accepted, to prepare a plan for further expansion of this type of program to present to the college administration. This committee should also point out the problem areas and possible solutions to these problems.

APPENDICES

APPENDIX A

THE EARLY CHILDHOOD EDUCATION MASTER'S DEGREE MODEL FOR JACKSON STATE COLLEGE-HINDS COUNTY TEACHER CORPS INTERNS

CONTEXT-MODULE	Quarter Hours	Quarter to be taken
I. Instructional Organization		
Module Ed. 506: Art and Music in Childhood Education	3	Winter 1971-72
Module Ed. 551: Recent Methods and Materials for Reading	4	Winter 1970-71
Module Ed. 557: Problems and Issues in Social Science	4	Spring 1972
Module Ed. 563: Problems and Issue in Science	4	Summer 1971
Module Ed. 564: Current Trends in Math	4	Spring 1971
II. Educational Technology		

Although no courses are assigned to this context the interns will receive training in Educational Technology within the 12 hours of credit they will receive for internship. This training will take place on the campus and in the schools. When the regular courses on campus begin their transition to this type of instruction modules will be developed which will fall within this context.

CONTEXT-MODULE	Quarter Hours	Quarter to be taken
III. Contemporary Learning-Teaching Process		
Module Ed. 503: Seminar in Child Development	4	Fall 1970
Module Ed. 504: Methods and Materials in Early Childhood Education	4	Summer 1970
Module Ed. 568: Seminar in Elementary Curriculum	4	Fall 1971
IV. Societal Factors		
Module Ed. 501: The Family in Cross Cultural Perspectives	3	Summer 1970
Module Ed. 505: Seminar in the Education of the Disadvantaged	4	Summer 1970
Module Ed. 511: Philosophy of Education	3	Summer 1971
Module Ed. 514: History of Education	3	Fall 1971
V. Research		
Module Ed. 515: Methods of Educational Research	3	Summer 1971
Module Ed. 531: Elementary Statistics	4	Summer 1971
Module Ed. 540: Psychological Testing	4	Winter 1971-72

APPENDIX B

EXPERIMENTAL COMPONENT IN COMPETENCY-BASED TEACHER EDUCATION

PLACE: Jackson State College, Jackson, Mississippi

TIME: First session of Summer School 1971 (June 7 - July 10, 1971)

COURSES: Education 515: Educational Research - Three hours; 3 credits. Methods of Educational Research with special attention to the preparation of a master's thesis.

Education 531: Elementary Statistics - Four hours; 4 credits. Methods of collecting, tabulating, and analyzing objective data.

The above course descriptions were taken from the Jackson State College Bulletin, 1969-71. These two course will, for the experimental component, be integrated in such a manner as to develop in the interns a knowledge of research and the appropriate statistical tool to carry out that research. Primary emphasis will be placed on developing an ability, on the intern's part to evaluate research as to theory, design, and statistical procdeures. This seven (7) hour block will consist of two modules, an educational research module and an educational statistics module.

Hour: Seven (7).

Place: A block of time will be set aside for the interns in a trailer which is being used for a classroom. The interns will have exclusive use of this trailer from 8:00 a.m. to 4:00 p.m. daily. The trailer is large enough to partition off about one-third of the space for the media to be used in this area. Students may view filmstrips, video-tapes, etc.

Type of Instruction: The instruction will be determined in part by the interns. They will have an option of doing independent study or taking part in formal classroom instruction. Each topic introduced in the experimental component will have one or more lectures developed specifically for that topic. These lectures will be video-taped and will be given at a regularly scheduled time. The intern will have the option of viewing the film earlier if he is ahead of the rest of the class. At the scheduled time, or in case the student is re-cycled, he may view the tape as often as needed.

Faculty: The NCERD-Program Development Specialist will make up one member of the team as he, as a regular faculty member, teaches educational research and statistics. The other members of the team will consist of a person who is also competent in research and statistics and a person who will act as a media assistant and a clerical assistant.

The experimental component will consist of a series of modules which will include the following:

a. Explicit objectives - The University of Toledo Model for an Elementary Teacher Education Training Program will be used as a guide. The specifications that are appropriate will be used as they appear; others will be modified and still others will be developed completely. In any case the objective will be explicit. (see example of module).

b. Alternate learning activities - At the beginning of the experimental component all interns will receive a copy of all specifications which will include the alternate routes for the interns to reach the objectives stated. Irregardless of which route they choose, they will be able to use media such as video-tape, filmstrips, film, 8 mm. loop. etc.

e. Self-pacing - The student will have an opportunity to move through the experimental component at a rate determined by his or her ability and the limits set by the college. This limit at the present is one year. All courses must be completed and grades finalized within one year. All interns will be made aware of all objectives which they must meet at the beginning of the experimental component. They can then take a pre-test on the first set of objectives and determine what route they wish to take to achieve the objectives. They may also, for this first set of objectives, take time to do independent study before taking the pre-test (as they may do for all modules since they know from the first day all the objectives they are to reach to complete the experimental component). If the interns pass the pre-test, they may go on to the next set of objectives. They may use all of the instructional materials available at any time, as well as attend the regularly scheduled viewing of such material. Interns who fail the post-test on any module will be re-cycled through the module again via the same or an alternate route. They will, in this cycle, receive concentrated help by the faculty. It is hoped that all interns can successfully complete the experimental component in the five week period or less. If some do not, they will receive incompletes for that period and continue to work toward its completion.

d. Post-test - All interns will be given post-tests after they complete the route they choose. These tests will be based upon the objectives stated in the specification and a criteria established for completion of these objectives.

e. Re-cycling of students - All interns who do not meet the established criteria will be re-cycled back through the specification via the same or an alternate route.

f. Feedback system for program modification - Feedback for evaluation and modification will be sought at all times. The instructors will at all times be looking for ways to modify the modules by:

1. Including more relevant material
2. Excluding irrelevant material
3. Identification of more suitable resources
4. Evaluation of each module as to time needed and more efficient ways to move students through the module.

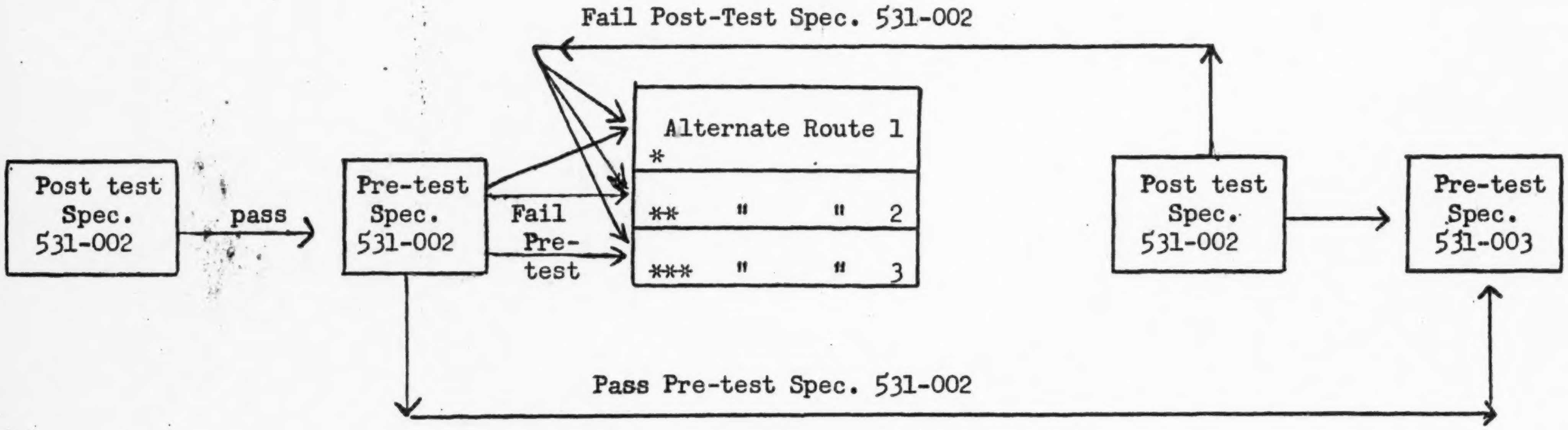
External Evaluation: The Elementary Faculty and Graduate Council will be presented with the plans for the experimental component at the beginning of the Spring Quarter, March 8, 1971. They will have an opportunity to sugest modifications.

These two bodies will also be presented with the results at the end of the experimental component some time in the Summer of 1971 (July). Their assessment of the component and its evaluation will be asked for at this time.

Certification based on competencies - At the present, certification is based on credit hours. Therefore, students will be given credit in hours for the classes as if they were taken under the old system.

Professional development - The results of the experimental component as well as all work done in competency-based instruction will be presented to the total college of education faculty in the Fall of 1971. College faculty and students who were involved in the experimental component will be on this program. There will be a concentrated effort to sell the faculty on this approach and help will be offered to any and all who wish to try this new approach.

Example of a Student's Path Through a specification within The Educational Statistics Module Education 531 Specification 531-002


Fail Post-Test Spec. 531-002
Post test Spec. 531-002
pass
Pre-test Spec. 531-002
Fail Pre-test
Alternate Route 1 *
** " " 2
*** " " 3
Post test Spec. 531-002
Pre-test Spec. 531-003
Pass Pre-test Spec. 531-002

*Independent study - student directed
**Independent study - instructor directed
***Regular class schedule lectures, tapes, films to be scheduled over the five (5) week period

APPENDIX C

CATALOG DESCRIPTION OF COURSES
TO BE TAKEN BY TEACHER CORPS INTERNS 1970-1972*

Philosophy of Education 511, 3 hours; 3 credits.

Review of leading philosophies of education and their implications for modern education.

History of Education 514, 3 hours; 3 credits.

Dominating ideas and institutions that have affected the course of educational development in the Western World. (This course may be omitted if a similar undergraduate course was completed)

Methods of Educational Research 515, 3 hours; 3 credits.

Readings and direct experience in educational research methodology.

Elementary Statistics 531, 3 hours; 3 credits.

Methods of collecting, tabulating, and analyzing objective data.

The Family in Cross Cultural Perspectives 501, 3 hours; 3 credits.

Theory about families of different socio-economic levels, nationalities and ethnic groups to give a broader understanding of children from such backgrounds.

Seminar in Child Development 503, 4 hours; 4 credits. (Prerequisite: Education Psychology 305 or the equivalent)

Theory and research related to selected problems. Current emphasis: Creative and intellectual growth.

Methods and Materials in Early Childhood Education 504. 4 hours; 4 credits.

Critical analysis of methods and materials for teachers working with children in nursery schools, day-care centers, kindergarten and primary grades.

Seminar in Education of the Disadvantaged 505. 4 hours; 4 credits.

Intensive study of problems and issues in the teaching of the disadvantaged.

Art and Music in Childhood Education 506, 3 hours; 3 credits.

Art and music in childhood education. Oriented to classroom teacher's understanding and utilization of children's plan and music interests in nursery schools, kindergarten and primary grades.

Recent Methods and Materials for Basic Reading Instruction 551, 4 hours; 4 credits.

Special attention to classroom organization, teaching aids for meeting problems in

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*Jackson State College, Jackson State College Catalog, Vol. XVII, No.1, Jan. 1970.

(1) pre-reading and beginning reading stages, and (2) reading in grades 2 and 3. Observation of actual teaching is desirable.

Problems and Issues in Social Studies Instruction in the Elementary School 557, 3 hours; 3 credits.

Problems dealing with critical issues of the world not usually emphasized in the elementary school such as geographical concepts, Asia, Africa, Russia, and Eastern Europe; techniques of presentation; bibliographical materials for use of media as an aid to instruction; techniques for evaluating progress are treated.

Problems and Issue in Science 563, 4 hours; 4 credits.

Content in elementary science; aims and methods of instruction; newer curricular developments; the identification of and planning for solutions to science problems in the elementary school; materials and media for instruction; and evaluating pupil progress will be studied.

Current Trends in Mathematics Instruction in the Elementary School 564, 4 hours; 4 credits.

Items to be taught; grade placement; newer instructional practices; newer media and materials for instruction; and evaluating pupil progress will be emphasized.

Seminar in Elementary Curriculum: Modern Trends and Research 568, 4 hours; 4 credits.

Intensive analysis of the research on educational content and methodology of the elementary school curriculum. Consideration given to factors influencing curriculum and development.

Research and Independent Study in Education 587, 3 hours; 3 credits.

Opportunity for students to undertake independent study and research under the direction of a faculty member. Research proposal must be approved by a faculty member prior to registration. At the close of the period of study, the student will submit a written report and may be asked to stand a comprehensive examination on his work.

Thesis 590, 4 hours; 4 credits.*

Candidates for the Master of Science Degree in Education may choose to present a Thesis embodying the results of his research. The candidate chooses his problem but approval by his advisor is required.

Observation and Supervised Field Work in Early Childhood Education 591, 12 hours; 12 credits.**

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* The interns have an option here of taking six additional hours and writing a masters paper or project to satisfy the thesis requirement.

** This course will be fulfilled by the students taking 2 hours per quarter over the 2 year period 1970-1972.

Students who have not had 402E or 402EC or the equivalent will be required to have actual teaching experience under supervision in off campus kindergarten, nursery-elementary schools or in the Jackson State College Demonstration School. Concurrent conferences will be scheduled as needed.

APPENDIX D

PRE AND POST-TEST RESULTS OF JACKSON STATE COLLEGE-HINDS COUNTY TEACHER CORPS INTERNS

SPECIFICATIONS	NUMBER	PRE-TEST PASS	PRE-TEST FALL	POST-TEST PASS	POST-TEST FAIL
Module: Ed. 504: 504-001	33	0	33	33	0
504-002	33	5	28	33	0
504-003	33	0	33	33	0
504-004	33	0	33	33	0
504-005	33	4	29	33	0
504-006	33	0	33	33	0
Module: Ed. 505 505-001	33	2	31	33	0
505-002	33	0	33	33	0
505-003	33	0	33	33	0
505-004	33	0	33	33	0
505-005	33	0	33	33	0
Module: Ed. 501 501-001	33	0	33	33	0
501-002	33	8	25	33	0
501-003	33	7	26	33	0
501-004	33	0	33	33	0
501-005	33	0	33	33	0
Module: Ed. 503 503-001	33	5	28	28	0
503-002	33	11	22	22	0
503-003	33	12	21	21	0
503-004	33	3	30	23	7
503-005	33	5	28	28	0
Module: Ed. 551 551-001	31	6	25	24	1
551-002	31	11	20	20	0

SPECIFICATIONS	NUMBER	PRE-TEST PASS	 FAIL	POST-TEST PASS	 FAIL
551-003	31	No Test Given		31	0
551-004	31	" " "		31	0
551-005	31	" " "		31	0
551-006	31	" " "		31	0
551-007	31	" " "		31	0
551-008	31	" " "		31	0
Module: Ed. 564					
564-001	30	0	30	30	0
564-002	30	0	30	30	0
564-003	30	0	30	30	0
564-004	30	0	30	30	0
Module: Ed. 515					
515-001	30	No Test Given		No Test Given	
515-002	30	2	28	28	0
515-003	30	7	23	23	0
515-004	29	14	15	8	7
515-005	29	10	19	19	0
515-006	29	7	22	21	1
515-007	29	11	18	17	1
515-008	29	22	7	7	0
Module: Ed. 531					
531-001	30	0	30	22	8
531-002	30	0	30	22	8
531-003	29	1	28	28	0
531-004	29	7	22	22	0
531-005	29	11	18	8	10
531-006	29	24	5	0	5

APPENDIX E

Questionnaire

Evaluation of Competency-Based Instruction

1. In light of your experience with competency-based instruction what are your feelings now about traditional and competency-based instruction? (Circle one for each method of instruction.)

Traditional Instruction 1 2 3 4 5

very negative — very positive

Competency-based Instruction 1 2 3 4 5

very negative — very positive

2. How did you feel about the specifications as they were written? (circle one)

1 2 3 4 5

very negative — very positive

3. At this point how do you feel about knowing exactly what behavior you must exhibit? (Circle one)

1 2 3 4 5

very negative — very positive

4. How do you feel about setting a criterion of acceptance? (Circle one)

1 2 3 4 5

very negative — very positive

5. What do you like most about competency-based instruction? Why?

6. What do you like least about competency-based instruction? Why?

7. At this point which method do you prefer?

Traditional or Competency-based? Why?

8. Does competency-based instruction place more or less pressure on you as a student? Why?

9. Under which method do you think you would achieve more? Traditional or Competency-based? Why?

10. Under which method do you believe that you would receive the higher grades? Traditional or Competency-based? Why?